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ABSTRACT

The purposes of this project were (1) to conduct a follow-up study of the first fifty graduates of the External High School Diploma Program at Waukesha County (Wisconsin) Technical Institute in order to ascertain program strengths, weaknesses and impact; (2) to conduct a follow-up study of program terminations and identify reasons for discontinuation; and (3) to conduct a follow-up study of program inquirers to determine reasons for non-registration and current educational status. Project findings indicated a high level of program satisfaction among the graduates. Program strengths were associated with the general content of the program, program staff, as well as days and hours of program operation. Weaknesses tended to focus on location and content in the area of mathematics. Impact of the program was most evident in terms of personal satisfaction. The area in which the program had the least impact was occupational change. Individuals who terminated the program did so primarily for personal reasons; the highest rate of terminations occurred during the diagnostic phase. Inquirers did not register for the program for a variety of reasons. Some were ineligible because of residency and/or age requirements. Time, personal problems, and lack of transportation were other factors. While a few of the inquirers subsequently enrolled in either a GED or Adult High School Program, the majority had not enrolled in any high school completion program. (Author)

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FINAL REPORT

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EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM EVALUATION PROJECT - PART I

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DIVISION OF COMMUNITY AND MANPOWER EDUCATION

BUREAU OF PROGRAM DEVELOPMENT

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ABSTRACT

External High School Diploma Program Evaluation Project
Follow-up Study

The purposes of this project were to (1) conduct a follow-up study of the first fifty graduates of the External High School Diploma Program at Waukesha County Technical Institute in order to ascertain program strengths, weaknesses and impact; (2) to conduct a follow-up study of program terminations and identify reasons for discontinuation; and (3) conduct a follow-up study of program inquirers to determine reasons for non-registration and current educational status.

Project findings indicated a high level of program satisfaction among the graduates. Program strengths were associated with the general content of the program, program staff, as well as days and hours of program operation. Weaknesses tended to focus on location and content in the area of mathematics. Impact of the program was most evident in terms of personal satisfaction. The area in which the program had the least impact was occupational change.

Individuals who terminated the program did so primarily for personal reasons; the highest rate of terminations occurred during the diagnostic phase.

Inquirers did not register for the program for a variety of reasons. Some were ineligible because of residency and/or age requirements. Time, personal problems and lack of transportation were other factors. While a few of the inquirers subsequently enrolled in either a GED or Adult High School Program, the majority had not enrolled in any high school completion program.

Foreword

The initiation and implementation of any new program inevitably raises questions concerning program impact, adequacy of program content and advisability of modifications. These concerns become especially critical in pilot projects, such as the External High School Diploma Program (EHSDP) at Waukesha County Technical Institute, which are in developmental stages. Once questions surface, evaluation procedures may be designed as a means of objectively examining the program.

The EHSDP evaluation project evolved in response to concerns and questions originating from a variety of sources, including consultants from the Wisconsin Board of Vocational, Technical and Adult Education, the Wisconsin Department of Public Instruction, the program advisory committee, program staff, school districts and employers. Specific issues which needed clarification were related to (1) program impact upon graduates and in cases of non-completion, factors which contributed to individual program termination; (2) achievement levels of graduates on standardized tests and/or tests of basic skills; and (3) the relationship between EHSDP competency requirements and minimum competency requirements for high school graduation.

An independent third party evaluation of the program was conducted in May, 1979, which subsequently addressed

some of these issues. The evaluation team further recommended that an evaluation study be initiated. This recommendation was acted upon and culminated in the preparation of documents which report the evaluation findings.

Due to the multifaceted nature of this endeavor, the final report is composed of three parts. Part I, which follows, reports findings of the follow-up study of graduates, terminations and inquirers. Part II deals with achievement levels of graduates and current program participants as measured by the GED and Test of Adult Basic Education. Part III presents a comparison of External High School Diploma Program competencies with minimum competency requirements for high school graduation in various states.

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Chapter I

Introduction

The External High School Diploma Program (EHSDP) in Wisconsin is currently being pilot tested at Waukesha County Technical Institute in cooperation with the Wisconsin Board of Vocational, Technical and Adult Education and the Department of Public Instruction. As the program approached completion of a three-year pilot, it was appropriate that a follow-up study of program participants be conducted in order to obtain data which could be utilized as a basis for decision making concerning program modifications and program dissemination in other areas of the state.

In order to facilitate understanding of the External High School Diploma Program and populations served by this program, a brief description of both the program and its institutional sponsor, Waukesha County Technical Institute, is presented.

Waukesha County Technical Institute (WCTI) is one of sixteen local districts that make up the Wisconsin Vocational, Technical and Adult Education System (VTAE). The district boundaries contain all of Waukesha County and parts of Jefferson, Dodge and Racine Counties. The main campus is located in Pewaukee, Wisconsin; additional campus sites are in Waukesha, New Berlin and Menomonee Falls. Twelve public school districts are encompassed by this VTAE district (see Appendix A).

While both urban and rural populations are represented within the district, the racial composition of the district is largely white. Of the few minorities who reside within the district, the largest proportion are Hispanic.

The educational opportunities provided by Waukesha County Technical Institute include vocational, technical skill training, continuing education, adult basic education and adult high school completion programs.

The External High School Diploma Program, which operates within the Adult Basic Education Department of the General Education Division, is modeled on the New York State External High School Diploma Program as developed by Syracuse Research Corporation. The program is a competency-based noninstructional assessment program which enables adults to earn a standard high school diploma through the demonstration of competence in basic academic and life skills.

Any adult, eighteen years of age or older, who resides within the WCTI district may enter the program which is intended to provide an alternative to the existing General Education Development (GED) and Adult High School Credit Programs.

The EHSDP consists of two phases--diagnosis and assessment. The diagnostic phase is designed to determine an individual's readiness for assessment and to familiarize the applicant with required competencies. The assessment phase provides the opportunity for an individual to demonstrate mastery of 34 generalized competencies and one individualized competency particular to each adult. Generalized competency

areas include computation, communication, self-awareness, social awareness, consumer awareness and occupational preparedness. The individual competency must reflect either an occupational, advanced academic or special skill area.

Candidates who successfully complete program requirements are awarded high school diplomas from one of three local school districts--Menomonee Falls, Oconomowoc and Pewaukee Public Schools. At the time the first fifty graduates completed the program, only Menomonee Falls and Pewaukee school districts were awarding the diploma.

Statement of Purpose

The purposes of this study were to:

(1) Conduct a follow-up study of External High School Diploma graduates in order to:

   (a) Obtain feedback concerning program strengths and weaknesses; and

   (b) Ascertain what impact the program had in terms of personal, educational and vocational goals.

(2) Conduct a follow-up study of program terminations in order to identify reasons for discontinuation.

(3) Conduct a follow-up study of program inquirers to determine:

   (a) Reasons for non-registration; and

   (b) Current educational status.

Significance of the Study

Those individuals who utilize educational resources are in unique positions to provide information concerning the value and impact of the resources. Too often program

participants are overlooked in favor of more sophisticated evaluation procedures. However, from the perspective of personal satisfaction and/or dissatisfaction, it is the participant, alone, who is qualified to speak to this issue. Similarly, the individual who discontinues an educational program is best qualified to provide relevant insight into the reasons for termination.

Given the philosophy of the EHSDP, which strives to meet the educational needs of adults, it seems fitting that one component of program evaluation should turn to adult graduates and participants as viable sources for obtaining data relative to program impact.

The desirability of utilizing this type of follow-up evaluation has been substantiated by Nickse (1976) with respect to the New York EHSDP. Additionally, an independent third party evaluation of the WCTI EHSDP, which was conducted in 1979, recommended that "follow-up studies of graduates should be undertaken at the earliest possible moment. It is important for the future of the program to determine what happens to students who have completed the program" (Miller & Bahnson, 1979:5).

Definition of Terms

The following definitions were given to the terms which have a special connotation for this study.

(1) Assessment is a general term referring to the procedures undertaken by a candidate in which the individual

attempts to prove that he/she possesses the required individual and general competencies for the External High School Diploma.

(2) Assessor refers to a trained individual who evaluates the presentation of each competency and determines whether it has been demonstrated or not demonstrated.

(3) Candidate is an individual who is attempting to earn a high school diploma through the External High School Diploma program and is in the assessment phase of the program.

(4) Competency Progress Report Form specifies a comprehensive report filled out by the assessor, a copy of which is returned to the candidate, listing the competencies that are demonstrated and not demonstrated by the candidate in a specific task. It also contains an explanation of why a competency which is not demonstrated is either incomplete or incorrect.

(5) External High School Diploma, as defined by Swiss (1976: 265), is "an alternative to the conventional four-year high school diploma program based on the Carnegie Units and to the GED. The diploma awarded is a regular high school diploma, not an equivalency certificate. 'External' means that most of the credit is earned outside a traditional classroom or school building."

(6) Setting denotes the place in which a task is done by a candidate. "Open setting" refers to a task done at home; "closed setting" refers to a task taken in a private setting monitored by an assessor.

(7) Task refers to a given set of requests, completed by a candidate, which provides evidence upon which an assessor can evaluate a variety of designated competencies. A task may be completed in an open or closed setting.

(8) Transcript is the formal record of requirements fulfilled for the Waukesha County Technical Institute (WCTI) External High School Diploma Program which is stored in WCTI Registrar's Office, Pewaukee, Wisconsin.

Limitations of the Study

In the design of every study there are demarcations which indicate how broadly the results of the study may be applied. The limitations of this study are as follows:

(1) The populations used in this study were limited to the first fifty graduates, individuals who terminated the program during the first year of program operation, and individuals who inquired about the program prior to December 31, 1979.

(2) The primary source of data was individual's perceptions concerning the External High School Diploma Program and, in the case of graduates, perceptions concerning the value of the EHSDP.

(3) Respondents may react to the instruments in many and varied ways, despite the fact that precautions were taken to eliminate potential difficulties.

(4) The results of the study may be generalized only to populations similar to the population used in this study.

Organization of the Study

Chapter I has presented an introduction, statement of purpose, significance of the study, definition of terms, limitations of the study, and the organization of the study.

Chapter II, which follows, is a review of the literature related to this study.

Chapter III contains a description of the methodology, including a description of the population, design of the survey instrument and data collection methods.

Chapter IV presents an analysis of the data and the findings based upon data obtained through utilization of the questionnaires.

Chapter V includes the summary, conclusions and recommendations.

Chapter II

Review of Literature

Competency based adult education has been an evolutionary process which started with the identification of competencies necessary for functioning in adult life. Competency identification necessitated the development of programs which would enhance the acquisition of requisite competencies. Subsequent program evaluation followed. Since the primary purpose of this project is program evaluation, the review of literature focuses on evaluation and follow-up studies specifically related to competency based adult education programs. Other areas which are briefly covered include the general area of competency based adult education and competency based adult high school completion programs.

Competency Based Adult Education

In its broadest sense, the competency based education process enables adults to develop and demonstrate mastery of tasks necessary for adult roles in society.

Gardner and Burrichter (1978: 114) refer to competency based adult education as a "fundamental process for inviting adults to learn." Loren Nyer (1978: 163) is more explicit. He describes competency based adult education as a "process in which an adult is given credit for demonstrating his/her ability to function successfully in adult life roles."

The Adult Performance Level (APL) Project was one of the pioneering attempts to identify and describe competencies

which are necessary for economic and educational success in today's society. A taxonomy of adult needs evolved from various research methodologies including: a review of literature and related research, a survey of government agencies and foundations, conferences with adult educators, and interviews with undereducated and underemployed persons.

The taxonomy of adult need became known as "general knowledge areas" (APL Project 1975: 2) which included (1) consumer economics, (2) occupational knowledge, (3) community resources, (4) health, (5) government and law. In addition to these knowledge areas, four skills of (1) communication (reading, writing, speaking and listening), (2) computation skills, (3) problem solving skills and (4) interpersonal relations skills were specified.

The APL study gave impetus to other studies which evaluated student and staff reactions to the established competencies and process. The New Jersey Study recorded Adult Basic Education students' responses to competencies and concluded that they are interested in learning competencies, but improving basic skills was a higher priority. The Pennsylvania Study in 1976 focused on teacher and student receptivity to the APL competencies. The general findings ranked occupational knowledge, followed by consumer economics, as most important. Responses also indicated receptivity to the APL program. The Region X Study, including Idaho, Washington, Oregon and Alaska, sought to rate the objectives under the consumer economics area of APL. The results

indicated differences in ratings depending on state, sex, ethnic background, age, and income. In the Southeast, including mostly Alabama plus one program each from Florida, Georgia, Kentucky, Mississippi, South Carolina, and Tennessee, administrators, teachers and students were surveyed. Respondents were asked to rank the five APL knowledge areas according to importance. The teachers and students ranked health of greatest importance and consumer economics as second in importance. All three groups agreed that community resources was least important (Fischer, 1978).

Other competencies related to coping with the psychological and social problems of life were identified by Win Adkins in Connecticut after analyzing data obtained in counseling interviews. He listed seven problem clusters: occupational and career problems; problems in living in a community; problems of personal growth and development; problems in relating to others; medical and health problems; marriage and family problems; problems of being a parent (Fischer, 1978).

In California, a list of one hundred thirty competencies was arrived at following a review of literature and interviews with knowledgeable persons. The list was refined by experts and five major categories were identified: cultural; economic; health and safety; interpersonal; socio-political. Following the development of performance indicators for each competency, the California Adult Competency Survey was administered to a representative sample of the adult

population in California. Results of the survey indicated performance deficits of various demographic groups in the defined functional competency areas. It was recommended that educational services be based on needs in these competency areas (McCune, 1979).

In New York, a competency development task force was utilized to identify competencies related to skills adults need in order to cope with daily living. Participants in the New York External High School Diploma Program must demonstrate mastery of the sixty-four competencies deemed as minimum requirements in computation, communication, and other life skills (Nickse, 1975).

Competency Based Adult High School Completion Programs

The original APL Study laid the foundations for the Adult Performance Level Competency-based High School Diploma (CBHSD) Program in Texas. The Texas program, which began in 1975, is modeled on the New York State External High School Diploma Program. Consequently, there are numerous similarities between the two programs. The Individualized Competency area is most similar. While the New York program is strictly an assessment program, the Texas model contains a built-in instructional component which addresses the learners' deficiencies in order to raise their level of functioning.

Shelton (1978) describes the following CBHSD seven components:

1. counseling - explanation of options
2. diagnosis - determination of skill and content area levels

3. curriculum - correction of weaknesses
4. mastery - retest in deficient areas
5. life skills - tasks based on APL objectives, content and skill areas
6. individualized competency assessment - occupational/vocational, postsecondary education, or home management/maintenance
7. certification - awarding of diploma

As in the New York program, successful completion of the Texas CBHSD results in a locally issued standard high school diploma.

Since its inception in 1975, nearly 600 individuals have graduated from the APL Competency-based High School Diploma Program. The program operates at 12 sites in ten school districts and is open to adults 17 years of age and older.

A concern for the problem of literacy, both nationally and locally, prompted the origination of the Wichita Adult Performance Level Program in Wichita, Kansas. The program which was begun in 1974 by Wichita Public Schools has its basis in "the educational concept of the four year Adult Performance Level Project at the University of Texas" (Peppers, et. al., 1979:145).

The curriculum for this instructional high school completion program is based on both community educational needs and on the APL objectives. Program requirements include the completion of all objectives in six knowledge areas--Consumer Economics, Occupational Knowledge, Government and Law, Community Resources, Health and Transportation and a passing score on a final exam. Those who successfully complete the program are awarded a Wichita High School Diploma. The

program is highly individualized and extremely flexible "while the objectives of the program remain the same each year, the tasks which are used to fulfill those objectives change to allow for improvement and growth" (Peppers, et. al., 1979:148).

The expressed purpose of the Wichita APL Program is the reduction of functional literacy in Wichita and Sedgwich County.

Correctional institutions in five states have implemented competency based adult education programs and several others have begun following the trend (Pierce, 1979).

Competency based high school diploma programs exist in eleven units of the Windham School District Department of Correction, Texas, based on the APL program. Three hundred persons (300) have enrolled, and of these, twenty percent had already received their GED certificate. One hundred nineteen (119) have obtained their high school diploma through this program.

A field test has been undertaken in four correctional institutions in Missouri appraising the APL curriculum as an option for GED preparation. Two control groups, one using the APL curriculum, the other using the GED curriculum, were formed. Preliminary reports suggest a higher interest in the APL curriculum and find it a viable alternative for those functioning poorly in regular ABE programs.

APL programs were developed in four correctional institutions in Illinois and were found to meet the needs of many

prison inmates. The programs were of value to GED graduates as well as GED students. The student and staff perceptions of the programs were positive.

Prisons in Kentucky and Michigan have adopted competency based programs in life skills. Michigan plans a follow-up survey of the instructional impact for a year after release from prison.

The need to increase accountability in public education and to provide a relevant means of assessing adult competencies leading to an adult diploma prompted the development of a competency based education program in Oregon.

In 1969, the Oregon State Board of Education adopted a policy authorizing community colleges to grant adult high school diplomas to individuals able to demonstrate competency requirements of graduating seniors. In 1973, the SBE adopted a policy mandating high school graduation competency requirements.

The Competency Based Adult High School Diploma Program operates in 14 community colleges throughout the state. Variations in the program exist from site to site. These include admission requirements, program completion time, number of competencies and performance requirements, tuition, issuance of diplomas, and others.

The program is generally open to adults sixteen years or older. Some class attendance is required. All community colleges may award credit for life experience or demonstrated

competence. Successful completion requires the accumulation of 21 credits in designated areas of study.

Norris (1978) indicates that total CBAE enrollment in Oregon (June, 1978) was approximately 20,000 adults. About half of these have been successful in completing either the GED or the Adult High School Diploma Program. More than half of these enrolled in additional courses in local community colleges.

Massachusetts has two adult diploma programs which operated at Cambridge and New Bedford. Both programs are local school system endeavors. Although the major premises governing the programs are the same, graduation requirements, eligibility requirements, life experience methodology and competency-based test materials are different and reflect local standards. Both programs reward successful program completion with a regular high school diploma.

The major objectives of the program are to provide basic educational skills for successful adult functioning, to assist in the establishment of realistic vocational and career goals, to raise self-esteem and to facilitate the earning of a regular high school diploma in an adult time frame.

The Adult Diploma Program has eight phases of operation from referral through graduation. Adults work individually with a Diploma Consultant who assists in the design of a specialized program and who evaluates student work. Although the program has course requirements, it does not have an

instructional component. Community resources are utilized for instruction.

Students were first enrolled in the Adult Diploma Program in March, 1975. Since that time a total of 268 persons earned high school diplomas from the two programs (David, 1978).

The New York State External High School Diploma Program is essentially a competency-based applied performance assessment system established as a viable alternative to existing high school credentialing.

The uniqueness of the program is emphasized by provisions for flexibility of time, location and assessment methods. It provides explicit information, test content, variety of communication models and continuous feedback (Nickse, 1975).

Unlimited opportunities exist to demonstrate generalized competencies. Nickse (1975:11) states that "in addition to demonstrating a common set of minimum generalized competencies, each candidate must also prove possession of advanced competencies in an area of his or her choice."

Evaluation and Follow-Up Studies

The current outcry among adult education critics, when discussing competency based high school diploma programs, concerns the lack of concrete data about the results of existing programs. Empirical research is generally unavailable because of the difficulty in evaluating programs of relatively short duration.

> Both process and product evaluation are needed in CBAE. Process evaluation should be conducted to provide feedback for program improvement, while product evaluations are important in demonstrating accountability to funding agencies. Unfortunately, evaluations...are often attempted before the program has had sufficient time to develop. (Nyer, 1978:169)

Another difficulty concerns adequate instruments for evaluating whether competency based high school diploma programs are measuring high school competency and fulfilling the needs, academic and psychological, for functional competency. Shelton (1978:106) decries the inadequacies of "conventional evaluative methods (for example, control or comparison/experimental group designs)....Therefore, unconventional evaluative methods must be used." She cites examination of enrollment forms and follow-up graduate questionnaires as unconventional methods of obtaining information to evaluate the program.

Despite these difficulties, there have been studies made of both the process and product of competency based high school diploma programs. The diversity in programs naturally puts evaluative emphasis on different facets of competency based adult education. The list of competency requirements has a direct bearing on the product or results. The variations in competency requirements necessarily dictate differing results. However, product evaluations which measure various effects, such as post program goal achievement, occupations status, academic achievement, and personal improvement are common elements of evaluation studies related to competency based adult high school diploma

programs.

Evaluation of the "Texas Model," the competency based high school diploma program in Texas incorporated a six month follow-up survey of the first ninety graduates. Of these, eighty-three had recommended the program to others and thirty-one reported taking additional education courses after graduation. A later study of fifty-seven graduates reported increased self-confidence, employment dependent on the diploma, and the need to explain the diploma to college admissions officers or employers (Shelton, 1978).

Utilizing information obtained by a telephone survey and graduate questionnaires, the Cambridge study (David, 1968) evaluated those who graduated from the program during its first year of operation. Information was available on sixty-one of the seventy-one graduates, with a median age of thirty, most of whom were married at one time and had children. All expressed a better feeling about themselves and their ability to learn plus increased self-confidence. Thirty-seven had entered advanced academic instruction and nineteen had secured new jobs, twelve of which were gained because of the high school diploma. Graduate follow-up information regarding the New Bedford, Massachusetts Adult Diploma Program seems to indicate that the program has had a personal, familial and communal impact (David, 1968).

Programs offering life skills instruction are operating in New England (involving Massachusetts, New Hampshire, and Maine), Illinois, and Alabama with variations in the

emphasis given to basic skills and Adult Performance Level (APL) instruction (Fischer, 1978). The programs have been examined but accurate data were not available regarding all programs. Generally, increased confidence in life situations, acquisition of a diploma which was useful in job attainment or promotion and in future education or training school endeavors, and more effective decision making were reported as benefits. A lower attrition rate was reported in life skills programs when compared to basic skill programs.

Most pertinent to this research is a study of the Central New York External High School Diploma Program (Nickse, 1976). Since that research addresses questions similar to those included in the WCTI EHSDP study, a more comprehensive review of findings related to the follow-up of the first fifty graduates is presented.

The New York Study is a summary and analysis of information gathered on the first fifty graduates of the New York State External High School Diploma Program since January, 1975. The information obtained can be divided into three categories. The first relates to demographic statistics,prior educational background, community activities, learning experiences, and personal goals and values. The second area of the study addresses the graduates' reactions to the high school program from the standpoint of content and process and aims to determine attitudes and feelings regarding the assessment process and discover

learning strategies and resources used by the candidates. The third category investigates the impact which the attainment of the diploma has had on the individual, his/her family, community, and employer. It also questions the graduates regarding future plans.

Data for the study were gathered from case studies of the graduates, oral interviews which were part of the self-awareness competency assessments, but primarily from systematic interviews administered individually by trained persons.

Demographic results indicate that sixty-eight percent of the graduates were white and thirty-two were Black. The group was almost evenly divided between men and women with seventy percent married, and forty years old being the average age. Most dropped out of school during high school; twenty percent had taken the GED test and failed. Before entering the EHSDP, most had worked in a variety of jobs and were active in the community.

A variety of reasons were given for wanting a diploma. Some of the graduates gave economic reasons related to obtaining and upgrading jobs, meeting license requirements, and increasing income. Internal and psychological reasons included fulfillment of a promise to a parent now deceased, completion of unfinished life business, or to increase self-esteem. Other graduates indicated that career changes, self-satisfaction or continuation of their education were purposes for seeking a diploma.

Graduates' perceptions of the program process were generally favorable. Ninety-six percent replied "yes" when asked whether they liked the take-home feature.

A variety of resources were used by participants in the program with newspapers, telephone, telephone book, magazines, ruler, dictionary, map, encyclopedia and books on consumer awareness, in that order of frequency, at the head of the list.

Positive reaction to program content was evident from responses of the graduates. Ninety-two percent replied that the tasks were the same or closely related to daily life. Factual learning was reported most frequently in the areas of health, resources, writing skills, legal information and consumer practices.

Suggestions for revising the competencies included the inclusion of proper English usage, punctuation, and spelling as the most frequently suggested addition. Sixty-four percent felt that no additional competencies should be included. Forty percent suggested "nothing" should be omitted from the program. Four suggested that the requirement to attend a live performance be omitted. Music and cartoons were other program omissions suggested.

Of the three options available for individual assessment, occupational/vocational, advanced academic, and specialized competency, all but one of the first fifty graduates chose the occupational/vocational assessment procedure with thirty-two using employer testimony, sixteen using performance

assessment, and two submitting state licenses. The one remaining graduate demonstrated individual competence in the advanced academic area.

Progress reports concerning performance were understandable to ninety-two percent of the graduates.

When graduates were asked for suggestions concerning improvement of the program, responses included the following items: broaden or change the requirement of live performance, more English, Health, Math, human relations, information on marriage, compare External High School Diploma with GED, different location, more publicity and better resume format.

Information concerning reasons for which individuals discontinued the program was gathered through a termination interview rather than through a follow-up after termination. The reasons for attrition were time, low skills, family problems, learning problems, developmental problems early in program, job,health, chose other route to diploma, moved, transportation and lacked drive to finish.

Nickse (1976: 80) indicated the following impact of the program on the first graduates with respect to further education and jobs.

> Earning the diploma has stimulated interest in further learning and training for 54 percent of the group who have articulated either concrete plans for or considerations about a next learning step. Tangible rewards, in terms of promotions and pay raises have also been reported.

A recent publication reports the extension of the original study of fifty graduates to include all persons who had graduated as of June, 1978. The three hundred eighty-

seven graduates' responses to a questionnaire support previous data. Almost a hundred percent (99.7) of the respondents reported increased confidence to undertake new challenges as the most significant gain. The percentage reporting increased skills in the competency areas range from seventy-six to ninety percent of the number answering. Over half reported a salary increase and one-fourth have taken additional educational courses (Alamprese, 1979).

Soliciting reactions to the New York State competencies and identification of additional competencies were two goals of the Connecticut Regional Adult External High School Diploma Program Needs Assessment Project which was conducted by the Cooperative Education Services Research Department (1979). The survey was distributed in two communities, Fairfield and Norwalk, and solicited responses from adult students, educators, business, industry and labor.

In one portion of the Needs Assessment, respondents were asked to rate 57 competencies according to how important it was for adults to master the task in order to receive a high school diploma. The findings indicated that of the 57 competencies, only five competencies were rated 2.5 on a scale of 1 (extremely important) to 4 (not important). All other competencies were rated above 2.5. Of these five, three related to Aesthetic Expression (react to and create art, react to a live performance and identify mustic to manipulate emotions); one competency--make gross estimates in fractions and percentages from graphic representations--

was related to computation; and one to social awareness (present proof of participation in the governmental process).

Another component of this study asked respondents at what grade level a high school graduate ought to be able to read, write and compute (as measured by valid standardized tests). Responses ranged from 12th grade (40 percent) to 6th grade (3.5 percent) with the mean being 10th grade.

Findings related to suggestions for additional competencies indicated that "nearly 25 percent of suggested competencies involved self awareness as well as interpersonal 'coping' skills" (Cooperative Educational Services, 1979:2).

Summary

While the review of literature briefly described competency based adult education and competency based adult high school completion programs, the primary focus was on evaluation and follow-up studies of competency based high school diploma programs. A review of follow-up studies indicated similarities among program graduates in terms of increased personal satisfaction, confidence, greater options for job attainment and/or job promotions. Suggestions for revising, deleting or adding competencies were indicated in two of the reviewed studies.

Chapter III

Methodology

Introduction

This chapter presents a description of the methodology utilized in conducting the External High School Diploma Program follow-up study. Three basic components are addressed: (1) description of the population, (2) the development of the survey instrument and (3) data collection through personal interviews.

General Description of the Population

For the follow-up component of this evaluation project, the target population was comprised of three distinct groups: graduates, program terminations, and program inquirers.

The first fifty graduates of the EHSDP at WCTI completed the entire assessment process and received high school diplomas from two local school districts. Diplomas were awarded to twelve graduates in November, 1978, fifteen in February, 1979, and twenty-three in May, 1979. Although official diploma presentation ceremonies were held, a number of the graduates declined to participate due to their desire for confidentiality. Lack of a high school diploma was a well kept secret which some were retiscent to expose to others, particularly in their occupational and social surroundings.

During the first year of operation, eleven individuals discontinued the EHSDP before receiving a diploma. These

individuals constituted the termination population. Individuals who completed formal registration in the program and subsequently discontinued at any phase of the program are designated as "terminations."

Program inquirers, for purposes of the evaluation project, are those individuals who requested information about the program but did not register. The one hundred thirty-eight program inquirers comprising this group contacted the program prior to December 31, 1979. Seventeen persons were eliminated from the target group for various reasons. One person inquired twice. Occasionally, inquiries were made by friends or relatives of interested parties. In some cases, teachers and counselors requested information, and in one instance, the inquirer requested a speaker for an organization. All were judged irrelevant to the evaluation project and were eliminated, resulting in a total of one hundred twenty-one inquirers.

The Development of the Survey Instrument

The survey instrument used to obtain information from the graduates was developed to collect data relevant to the project objectives of conducting a follow-up study ascertaining program impact, strengths and weaknesses. Another instrument was designed to obtain data concerning persons who terminated the program and to identify reasons for their discontinuation. A third instrument was developed to gather information relating to program inquirers and to determine

their current educational status. A similar process was used in the development of all three instruments.

The graduate survey instrument included four sections. The first was designed to gather demographic data. The second attempted to determine reasons for program entry. Questions regarding the graduates' perceptions of the program, including its strengths and weaknesses were included in the third section. The final section addressed the impact the program had on the graduate, relative to employment, personal satisfaction, and further education.

The termination questionnaire was developed to obtain demographic data, the reason for termination, and the individual's general perceptions of the program.

The inquirer questionnaire was designed to obtain demographic data, the reasons for not entering the program and the respondents' investigation and enrollment in alternative high school completion programs.

Initially, a review of literature was conducted to identify relevant survey instruments. Two follow-up studies, A Report on Adult Learners: Adult Learners with their Reactions to an Adult Life Skills Competency Based Applied Performance Assessment System (Nickse, 1976) and Gateway Technical Institute's Follow-up Study of Adult Basic Education (Becker, 1976) were of particular assistance in formation of the questionnaire.

Other questionnaires, including the WCTI 1977-79 Student Follow-up Questionnaire and the questionnaire from the WCTI

Women's Development Center, were examined for content and format. A preliminary list of questions was developed.

Additional questions relating to the project objectives were formulated at the November, 1979 meeting of the External High School Diploma Advisory Committee. Letters were subsequently sent to absent committee members, as well as those in attendance, requesting additional items (Appendix B). Staff members of the EHSDP also submitted questions. All suggestions were compiled to form the first drafts of the questionnaires.

To determine precisely what information was needed, a set of specific objectives was formulated. With these objectives as a foundation, the original drafts were revised. Irrelevant, impractical, and duplicatory questions were eliminated. Emphasis was placed on developing questions which would be easily understood by the respondents and on achieving a balance between response-directed and open-ended questions. The inclusion of response directed questions was intended to facilitate the interview process. Attention was given to the format and ordering of the questionnaires and final drafts were written.

The drafts were submitted to the Adult Basic Education Coordinator, Waukesha County Technical Institute, and the Adult Basic Education Consultant, Wisconsin Board of Vocational, Technical and Adult Education for review.

The questionnaires were then field tested by members of the University of Wisconsin-Milwaukee, School of Education Office of Research, utilizing staff members and recent

graduates of the External High School Diploma Program. The field testing was conducted by telephone. Feedback regarding difficult or ambiguous questions resulted in the rewording and reordering of several questions.

A half-day training session for interviewers was held in February, 1980. Training was provided by Andre Olten and Serene Rubin of the University of Wisconsin-Milwaukee, School of Education Office of Research. General interviewing techniques were presented as well as instructions specific to the questionnaire. The initial introduction and statement of informed consent were reviewed, and the rationale was given for including both response-directed and open-ended questions. Specific methods were suggested for recording responses to these open-ended questions. The importance of interviewer consistency was stressed as a factor for eliminating bias. Individual questions were reviewed, suggestions for ease of administration were discussed and difficulties were resolved.

Subsequently the graduate questionnaire was administered by one of the interviewers in a role-play situation, resulting in feedback from the observers which provided suggestions for additional clarification and reordering. At a future date, the graduate questionnaire was again administered by the interviewer to several persons not identified with the program and additional difficulties were resolved. The inquirer and termination questionnaires were not included in the role-play situation.

The three questionnaires were submitted to members of University of Wisconsin-Milwaukee Institutional Review Board for the Protection of Human Subjects for review of compliance with federal legislation regarding the protection of human subjects. Copies of the three questionnaires appear in Appendices C,D, and E.)

Data Collection

Graduates. Personal interview was the format used to collect information from the graduates. This method was deemed the most feasible way to obtain answers to a lengthy questionnaire. A higher rate of response was expected through personal contact, and recall of program process and content could be facilitated by interviewer explanations.

All persons interviewed lived in the Waukesha County Technical Institute's Vocational, Technical and Adult Education District while enrolled in the program since residency is a program requirement. Forty-five persons still lived in Waukesha County at the time they were interviewed. One respondent now resides in Milwaukee County and was interviewed there. Three graduates (6 percent) had moved out of state and were not interviewed. Forty-six graduates (92 percent) completed the interview (Table 1).

Interviews of the graduates were conducted between March 3rd and April 7th, 1980. The length of time between graduation and follow-up interviews ranged from less than one year to approximately fifteen months.

Table 1

Graduate Interviews
Number and Percent of Responses

	Number	Percent
Completed Interviews	46	92
Unable to contact/ moved out of state	3	6
Refused Interview	1	2
Total	50	100

The duration of the interviews ranged from forty minutes to an hour and a half with approximately fifty minutes being the average length.

Terminations. Data were collected from the terminations by telephone interview. Of the eleven persons who terminated, nine (81.8 percent) were available for interview (Table 2). As contact could not be made by telephone, a letter was sent to the other two persons requesting that they contact the interviewer. Neither responded. Each telephone interview required approximately ten to fifteen minutes and all were completed between April 29, 1980 and May 14, 1980.

Inquirers. The collection of data from persons who inquired about the External High School Diploma Program was also accomplished by telephone. The large number of inquirers and the limited information gathered at the time of inquiry

Table 2

Termination Interviews

	Number	Percent
Completed Interviews	9	81.8
Unable to Contact	2	18.2
Total	11	100.0

made contact with this group difficult (Table 3). Of the one hundred twenty-one persons who inquired, eighty-six (71.0 percent) interviews were completed. Thirty-five people were not available to be interviewed for the following reasons: two persons (1.7 percent) were deceased, one (.8 percent) was ill, four (3.3 percent) had moved out of the state, one (.8 percent) had inquired from another state, and fifteen (12.4 percent) had moved leaving no forwarding address or telephone number. Seven (5.8 percent) persons had unpublished phone numbers. A letter was sent to each, requesting that the individual contact the interviewer for the purpose of an interview. None responded. Repeated calls to the homes of three persons (2.5 percent) were unsuccessful. Of significance was the fact that only two persons (1.7 percent) refused to be interviewed.

The interviews were conducted from April 2, 1980 to May 14, 1980. The total time spent in each interview situation

Table 3

Inquirer Interviews
Number and Percent of Response

	Number	Percent
Completed Interviews	86	71.0
Unable to Contact		
Moved-no forwarding address	15	12.4
Unpublished phone number	7	5.8
Moved out of state	4	3.3
No response to phone calls	3	2.5
Inquired from out of state	1	.8
Ill	1	.8
Deceased	2	1.7
Refused Interview	2	1.7
Total	121	100.0

ranged from five to ten minutes. Nearly two years had passed since the earliest inquiries and frequently the interviewer had to review the External High School Diploma Program for the respondents.

In each case, the interview was handled in a confidential manner and the respondents were not identified. Although a few of the graduates and persons who terminated were confidential at the time of their involvement in the program, they did respond to the interviewer's questions.

Statistical Analysis of the Data

The data were processed at the Computing Services Division of the University of Wisconsin-Milwaukee using the "Statistical Package for the Social Sciences" (SPSS) for the Sperry Univac 1100.

Chapter IV

Analysis of Data

Introduction

The three populations, which constituted the data source for the follow-up component of this project, were: (1) graduates of the External High School Diploma Program (EHSDP), (2) individuals who inquired about the EHSDP, and (3) program terminations. An analysis of data is presented for each of the populations and focuses on project objectives pertinent to those specific populations.

Follow-up of Graduates

While the primary objectives for obtaining data from graduates were to (1) ascertain program impact and (2) determine program strengths and weaknesses, other data which are relevant to the project were also collected and are discussed in this chapter.

The findings are presented in the following order:

(1) Demographic factors, including sex, age, ethnic background, residence, marital status, number of dependents, income, education and occupation.

(2) Graduates' reasons for choosing the EHSDP and the ways in which information concerning the program was obtained.

(3) Graduates' perceptions of the diagnostic and assessment phase.

(4) Graduates' perceptions of program strengths and weaknesses.

(5) Program impact in terms of personal, educational and vocational goals.

Demographic Factors

Although the collection of demographic data assisted in identifying commonalities among the graduates, the uniqueness of each individual was clearly recognized and discernable in the interview process.

The data which follow are intended to describe the general characteristics of the first group of graduates.

Females represented the highest percentage of graduates. Thirty-six (78.5 percent) females, as opposed to ten (21.5) percent) males, completed the program.

A diversity of ages existed with age categories ranging from eighteen to over seventy. The majority of graduates were between thirty-one and fifty years of age. At the lower age limits one person was in the 18 to 20 category, and eight individuals in the 21 to 30 age group. Nine individuals were represented in the 51 to 60 group while one individual was in the 61 to 70 category. One graduate was over seventy at the time of program entry. Age distributions for graduates according to sex are presented in Appendix F, Figure 1. The age distribution for all graduates appears in Appendix F, Table 1.

There was little diversity among the graduates in terms of racial background (Appendix F, Table 2). Forty-two, or 91.3 percent, of the graduates were white. One individual was Hispanic, one Native American, and two were in the category of other. No Blacks were represented in this population.

Graduates resided in numerous cities, towns and villages within Waukesha County (Appendix F, Figure 2). The largest percentage of graduates lived in Menomonee Falls. The fact that the program was located in Menomonee Falls probably attracted a higher proportion of individuals from that immediate area.

Two school districts (Menomonee Falls and Pewaukee) were awarding the External High School Diploma at the time graduates completed the program. Data relative to school districts in which graduates resided indicated that 19.6 percent of the graduates were in the Menomonee Falls school district, while 13 percent of the graduates resided in the Pewaukee school district. The Waukesha school district was represented by 19.6 percent of the graduates, while 15.5 percent came from the New Berlin school district. Data concerning the distribution of graduates with respect to school district appears in Appendix F, Figure 3.

The majority of graduates were married (91.3 percent). Only two individuals were single. One graduate was widowed, and one was separated (Appendix F, Table 3).

Information concerning income level of the graduates focused both on family income, which included income earned by all family members, and the respondent's income. The latter was limited to income earned by the graduate (Appendix F, Figures 4 and 5). Family income ranged from under $8,000 to over $30,000 a year. The highest percentage of respondents had incomes in the $15,000 to $20,000 (32.6

percent) and the $20,000 to $30,000 brackets (32.6 percent). Only 2.2 percent or one of the respondents had a family income under $8,000, while 21.7 percent had family incomes over $30,000.

Income earned by the graduates ranged from none to over $30,000. The highest percentage of graduates (30.4 percent) indicated that they earned no income. This factor may be explained by the large number of graduates who were homemakers and not employed outside the home. Twenty-one percent of the graduates earned less than $8,000. Next in frequency was the $8,000 to $15,000 category, with nine (19.6 percent); 13 percent of the graduates earned between $15,000 and $20,000. A smaller percentage of graduates, 6.5 and 4.3 respectively, earned $20,000 to $30,000 and over $30,000 a year.

The number of dependents varied from seven to one (Appendix F, Figure 6). One graduate, or 2.2 percent, had seven dependents, and three had one dependent. Six dependents were claimed by 8.7 percent, while 17.4 percent of the graduates had five and four dependents. The highest percentage of graduates (23.9 percent) had three dependents, followed by 21.7 percent with two dependents.

In order to gain insight into previous educational level, graduates were asked to identify the highest grade completed at the time of entry into the EHSDP. Tabulation of the data appears in Appendix F, Figure 7. Three graduates had less than an eighth grade education; five had completed

eigth grade, seven had finished ninth grade and twelve had completed ten years of school. Eleventh grade was completed by seventeen of the graduates. Contrary to what might be expected, two of the graduates had completed twelfth grade. Both of these respondents were from foreign countries and had completed their high school educations in Germary and Vietnam.

Following the identification of the highest grade completed, respondents were asked to discuss other types of schooling in which they had participated prior to entering the EHSDP. Twenty-three of the graduates had not participated in any other schooling. Schooling, for the twenty-three graduates who had participated, covered a wide variety of areas including apprenticeship programs, correspondence courses, real estate, business course, GED preparation and self-improvement courses (Appendix F, Tables 4 & 5). The majority of these courses were taken at vocational technical institutions with dates of completion ranging from 1939 to 1978. The breadth of the courses and the time span covered indicates that lack of a high school diploma did not inhibit the desire for continued education among these twenty-three graduates.

The final component of the question which dealt with educational background was directed toward determining how many graduates had received the GED certificate prior to program entry. Five of the graduates had taken all or some sections of the GED examination before entering the EHSDP (Appendix F, Figure 8). Two of the five individuals were

uncertain which sections had been taken and/or passed while the remaining three graduates had taken and passed all of the sections (Appendix F, Table 6). However, in two of the cases, the GED completion certificate had never been received, although the exams were completed in 1958 and 1963. Consequently, only one graduate had actually been awarded a GED certificate prior to program entry.

"Diversity" may once again be descriptive of the graduates. This time it is used to describe the occupations represented by the graduates at the time of entry into the program.

In order to categorize the numberous job titles characterized by graduates' occupations, the occupational categories designated by the U.S. Department of Labor in the Dictionary of Occupational Titles, fourth edition, 1977, were utilized. Although the category of homemaker (for which no wages are paid) did not appear in the DOT, this title was incorporated into the listing as were the categories of enemployed and retired. For a listing of specific job titles held by graduates, see Appendix F, Table 7.

Among the graduates, the most frequently mentioned occupation was that of Homemaker. Fifteen or 32.6 percent fell into this category. Sales and Service occupations had the second highest representation with 8 graduates (17.4 percent) in this category. A slightly smaller number (seven individuals, 15.4 percent) of graduates held jobs which constituted Professional, Technical and Managerial Occupations. Four individuals (8.7 percent) were in Machine Trades

Occupations; three (6.5 percent) were engaged in Service Occupations; two (4.3 percent) in Structural Work Occupations and Miscellaneous Occupations. One individual was in a Bench Work Occupation.

The number of years employed in these occupations ranged from less than one year to twenty-two years. Of the forty-six graduates, two (4.3 percent) were unemployed at the time of program entry and two were retired (Appendix F, Table 8).

Summary

The graduates, as a group, tended to be heterogeneous and represented diversity in terms of age, residence, income, number of dependents, educational and occupational background. The areas in which graduates appeared to exhibit the most similarity were as follows:

(1) Sex: Females accounted for 78.3 percent of the population;

(2) Ethnic Background: 91.3 percent of the graduates were white; and

(3) Marital Status: 91.3 percent of the graduates were married.

Reasons for Program Entry

The highest percentage of graduates (34.8 percent) indicated the betterment of self and personal satisfaction as the primary reason for entering the External High School Diploma Program. Goal fulfillment was the reason for which 23.9 percent of the graduates entered, while 10.9 percent entered for reasons which were job related. The same percentage (10.9) also entered for reasons related to others--"to be an example for children," "to convince other people to get their diploma" and "pressure from others." The remainder of the graduates (19.5 percent) entered the program in order to continue their education. Figure 1 illustrates the reasons graduates, inquirers and terminations entered the program.

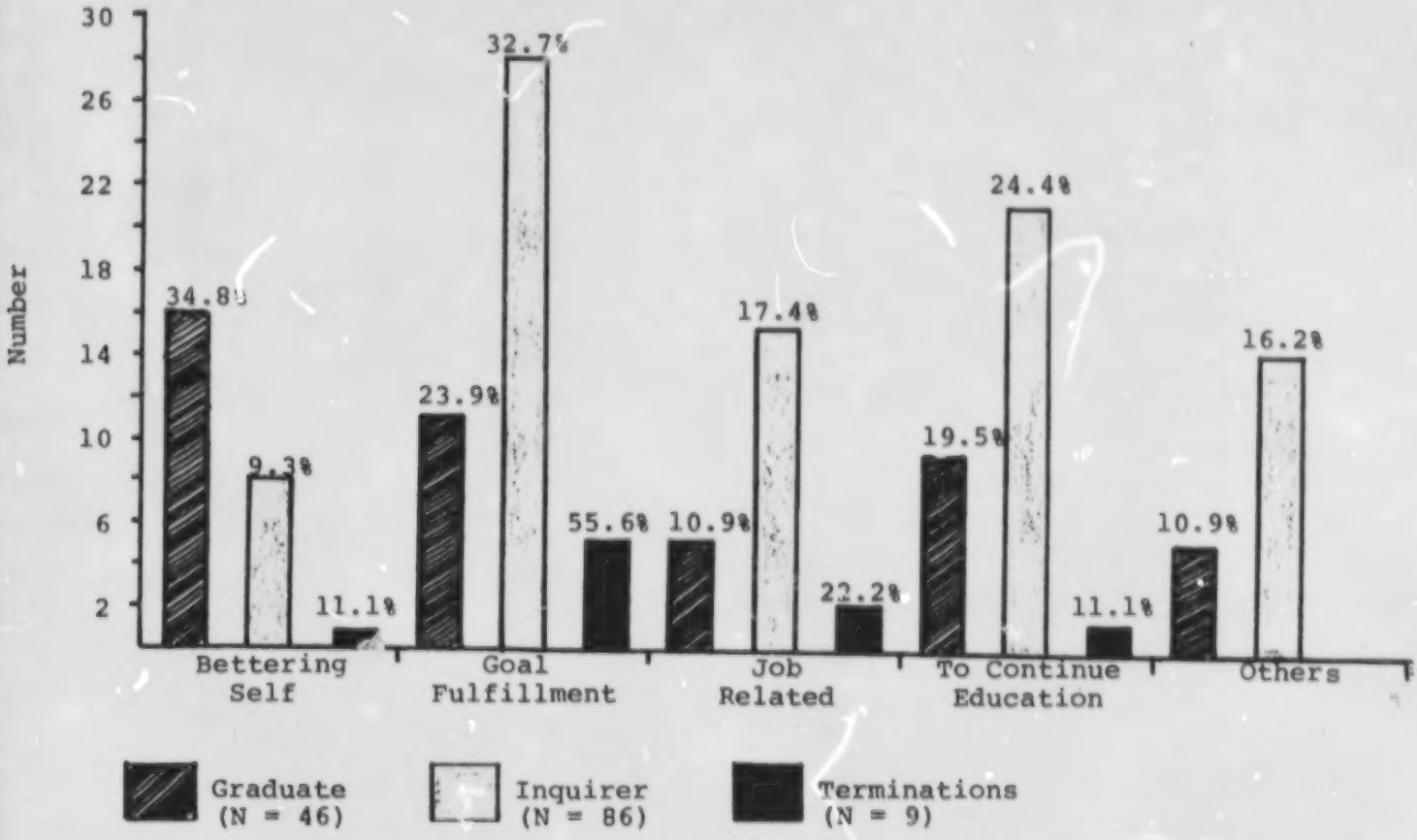
Although the graduates selected the External High School Diploma program for a variety of reasons, the most frequently mentioned were "faster" and "more convenient." Other reasons are as follows:

- cheaper
- individualized
- more interesting
- open format
- avoids "unimportant" courses
- the program is specifically for adults
- can be completed at home
- can do at own pace
- liked the staff

Table 4 indicates that the highest percentage of graduates (50 percent) found out about the program by reading the newspaper. This table also shows data for terminations and inquirers which will be discussed in later sections. The W.C.T.I. staff provided the next highest source of information

Figure 1

Primary Reasons for Entering/Investigating
the External High School Diploma Program



(Note: Percentages given are percentages within each group.)

Table 4

Sources of Information about the EHSDP
by Graduates, Inquirers, and Terminations

	Graduates		Inquirers		Terminations		Total	
Sources	No.	%	No.	%	No.	%	No.	%
Newspaper	23	50.0	19	22.1	2	22.2	44	31.2
Radio	1	2.2	--	---	--	---	1	0.7
Poster	2	4.3	5	5.8	--	---	7	4.9
Brochure	4	8.7	11	12.8	5	55.6	20	14.2
WCTI Staff	6	13.0	13	15.1	1	11.1	20	14.2
Friend	3	6.5	15	17.4	1	11.1	19	13.5
Family Member	2	4.3	4	4.7	--	---	6	4.3
Other	5	10.9	19	22.1	--	---	24	17.0
Total	46	100.0	86	100.0	9	100.0	141	100.0

(Note: Percentages given are percentages within each respondent group.)

(13 percent). Other sources of information such as high school counselors accounted for 10.9 percent of the information. Brochures, posters, friends, and family members also provided information. Radio was a relatively ineffective source of information, with only one individual finding out about the program through this media.

The majority of the graduates (52.2 percent) required three to five months in order to complete the program. Figure 2 also indicates that thirteen individuals (28.3 percent) completed the program in less than three months, while two individuals (4.3 percent) spent more than eleven months in the program.

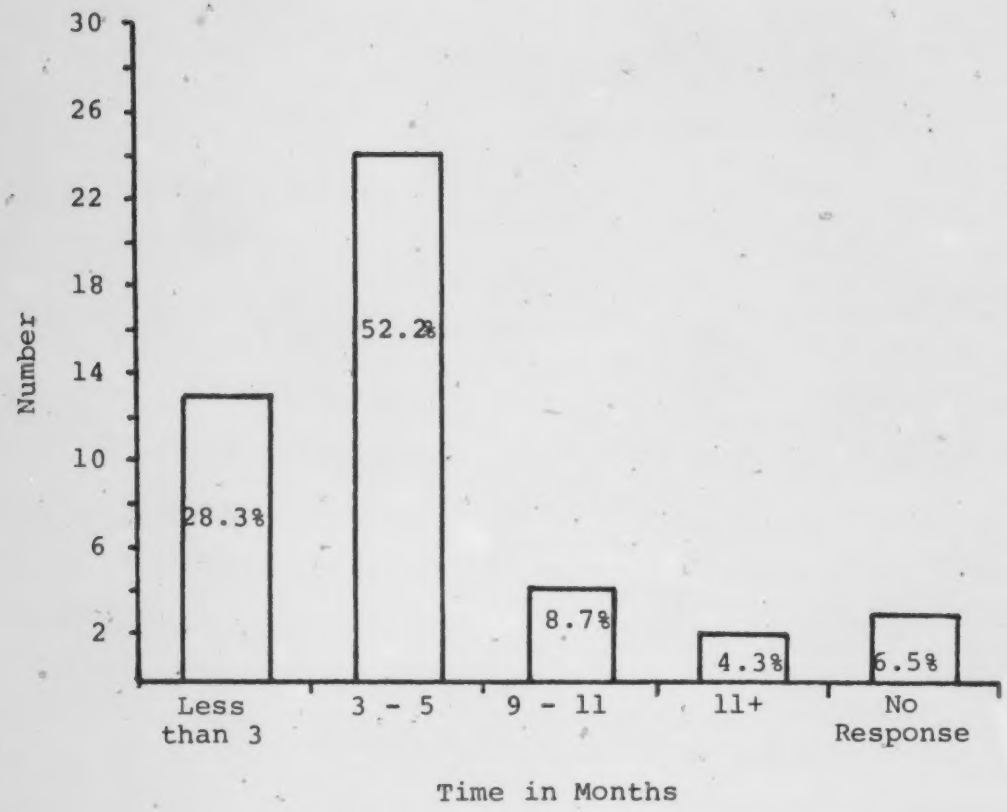
Diagnostic and Assessment Phase

The graduates' perceptions of the diagnostic and assessment phase of the program constituted the next phase of the interview. As an introduction to this section, the graduates were asked whether the information session was understandable and informative. Forty-three of the graduates (93.5 percent) indicated it was, while two (4.3 percent) stated it was not understandable due to the fact that information was presented too quickly. One individual found the session to be "somewhat" informative and indicated that the tasks remained unclear.

Since the diagnostic phase is used to determine academic readiness for program entry, the graduates were asked whether this phase provided an accurate picture of their readiness for the program. Forty-four graduates indicated that it did; two felt it did not.

Figure 2

Length of Time
for Program Completion



Following this response, graduates were asked if they were adequately prepared in the basic skills, reading, writing, and math, before entering the program. A high percentage of the graduates felt they were adequately prepared (Table 5). Only one individual (2.2 percent) indicated feeling inadequately prepared in writing; two (4.3 percent) respondents indicated similar feelings for reading. Math was the area in which more graduates (five or 10.9 percent) felt inadequately prepared.

Those individuals who reported feeling inadequately prepared were asked to discuss the learning resources which they used to improve basic skills. The following resources were identified: EHSDP staff, workbooks, family members, and the GED learning center.

Oral interviews and written spot checks are the assessment methods utilized in the EHSDP. Table 6 indicates that oral interviews were preferred by 56.5 percent of the graduates, while 21.7 percent preferred written spot checks. Both methods were indicated as being equally acceptable by 17.4 percent.

The graduates who preferred the oral interviews felt this method provided more personal contact with the opportunity to ask questions and expand on answers, took less time, and was easier to understand. Among the reasons given for preferring the written spot checks were: more comfortable, easier to express, provides time to think, makes you use writing abilities and remember what you write longer (Table 7).

Table 5

Graduates' Perception
of Adequacy of Basic Skills
Prior to Program Entry

Basic Skills	Adequate Preparation					
	Yes		No		Total	
	No.	%	No.	%	No.	%
Reading	44	95.7	2	4.3	46	100
Writing	45	97.8	1	2.2	46	100
Math	41	89.1	5	10.9	46	100

Table 6

Assessment Method Preferred by Graduates
By Number and Percent

Preferred Assessment Method	Number	Percent
Oral Interview	26	56.5
Written Spot Check	10	21.7
Both	8	17.4
No Preference	2	4.4
Total	46	100.0

Table 7

Graduates' Reasons
for Preferred Assessment Method

Oral	Written Spot Check	Both
1) Like to talk to people	1) More comfortable with written	1) The only way to find out what you know is to do both
2) Easier to speak to someone than to write down information	2) I feel more comfortable writing; it's harder to get thoughts across orally	2) When I write it down I can remember it
3) Personal contact	3) When I write something down, I remember it longer	3) Both should be included
4) If there were any questions, I had someone there to answer them right away	4) I don't like to speak in front of people	4) Written-had a chance to think about it; Oral-had to think on your feet
5) I've found it harder to express myself orally	5) They were easier	5) I like to talk and also enjoyed the written expression
6) More chances to explain	6) It was easier for me to put my meaning into writing	
7) The staff was so understanding--this helped because I have trouble	7) Utilizes writing abilities and also makes you use the dictionary	
8) Can give a quick answer. I feel more prepared for the outside world if I can think quickly.		
9) I could expand on my answer		
10) I'm more comfortable because of what I've been doing in the past years		
11) It went faster		

Table 7

(continued)

Oral	Written Spot Check	Both
12) Communicating was easier orally. The staff was quite helpful.		
13) The oral was easier at the time because I was working		
14) So many hours and they took less time		
15) It's easier to talk than to write with my language difficulty		
16) It gave a chance to give of your inner feelings about a subject		
17) Far more personal contact		
18) More spontaneous and realistic		

Since working independently, "at home" or in locations other than the assessment center is a major component of the External High School Diploma Program, the graduates' perception of this feature was considered to be important. Forty-four, or 93.7 percent, of the respondents indicated that they liked the "take-home" features of the program. Only one individual (2.2 percent) responded negatively while one other graduate (2.2 percent) identified the "take home" aspect as being "somewhat" liked.

As adult learners, graduates were adept at seeking and utilizing numerous resources in preparation for assessment. A list of resources follows:

- library
- city hall
- newspaper
- banker
- encyclopedia
- family
- dictionary
- phonebook
- park and recreation center
- lawyers
- job applications
- old school books
- League of Women Voters
- Milwaukee Repertory Theater
- magazines/ pamphlets
- consumer reports
- maps
- reference organizations
- catalog
- resource persons
- stores
- loan office
- Chamber of Commerce
- politicians
- plays
- election information
- GED learning center

The average time which graduates spent preparing each task ranged from less than two hours to more than ten hours. Data relative to this item are presented in Table 8.

The amount of time which graduates took to complete the tasks was perceived as very reasonable. Of the forty-five individuals who responded to the question concerning the time factor, forty-four or 97.8 percent, indicated that the "amount

Table 8

Average Time Graduates
Spent Preparing Each Task
By Number and Percent

Time	Number	Percent
Less than 2 hours	12	26.1
2 - 5 hours	17	37.0
5 - 10 hours	13	28.2
More than 10 hours	4	8.7
Total	46	100.0

of time seemed reasonable"; one person (2.2 percent) felt the time was not reasonable. This individual indicated that homework was more involved than expected.

In the External High School Diploma Program, competency progress report forms are utilized to inform candidates of the competencies that are demonstrated and not demonstrated. The report also contains an explanation of why a competency which is not demonstrated is either incomplete or incorrect. When asked if they understood these reports, 100 percent of the graduates indicated that they did.

The tasks related to Community Awareness, Personal and Family Health, Occupational Preparedness, Consumer Awareness and Consumer Decision Making were perceived as reflecting real adult life situations by a majority of the graduates. Forty-two

of the forty-five individuals responding to this item indicated that the tasks reflect real life situations. Two graduates (4.4 percent) identified the tasks as being somewhat related, while one individual (2.2 percent) believed the tasks did not reflect real adult life situations.

When graduates were given the opportunity to identify competency area which should be added to the program, twenty-nine stated that no additional competencies were needed. Of the remaining sixteen who responded to this item, three individuals identified math, consumer awareness and occupational preparedness as competencies which should be added. Table 9 shows other competencies ranging from renting skills to interpersonal relations.

The opportunity to identify competency areas which should be deleted resulted in thirty-six or 78.9 percent of the graduates stating that none of the competencies should be deleted. Ten graduates specified competency areas which should be deleted. These areas appear in Table 10.

One retired individual indicated that the area related to occupational preparedness was not relevant for individuals of retirement age.

Generally, the graduates felt the sixty-four competencies reflected a reasonable evaluation of their knowledge and skills. Postive responses came from forty-three of the graduates. One individual did not believe the competencies to be a reasonable evaluation of knowledge and skills. Two individuals did not respond to this item.

Table 9

Competency Areas Which Should Be Added As Identified by Graduates

Competency	Frequency
Mathematics (Including everyday math and algebra)	3
Consumer Awareness	3
More Occupational Preparedness	3
Renting Skills	1
Driver's Course	1
Car-Home Maintenance	1
Oral Spelling	1
Everyday Business	1
Communications	1
Interpersonal Relationships	1
Total	16

Table 10

Competency Areas Which Should Be Deleted
As Identified by Graduates

Competency	Frequency
Art/Music	3
Consumer Awareness	3
Health	2
Politics	1
Occupational Preparedness	1
Total	10

The individual assessment area provided program participants with three options: (1) occupational/vocational, (2) advanced academic, or (3) specialized competencies. Of the forty-six graduates interviewed, forty-four utilized the occupational/vocational option. One individual chose advanced academic and one selected the specialized competency.

Of the forty-two graduates who responded to the item concerning adequacy of the individual assessment procedures, thirty-eight believed the assessment adequately reflected their skills. Two individuals thought the assessment did not reflect their skill and suggested more in depth assessment procedures be developed. Two individuals thought assessment "somewhat" reflected their skills.

Program Strengths and Weaknesses

Data related to the general operation of the EHSD program and program strengths and weaknesses were obtained through questions which comprised Part C of the questionnaire.

The first area to be addressed was related to whether or not the program was what the graduates expected it to be. Nineteen or 47.5 percent of the graduates found it to be what they expected; thirteen or 32.5 percent responded it was not what was expected; while eight (20 percent) indicated the program was "somewhat" as expected. Six individuals did not respond to this particular item.

Among the ways in which the program differed from expectations were: personal/social awareness area was not expected, and it was not as academically-oriented as anticipated. Four graduates identified the program as being harder than expected, while nine indicated it was easier than expected.

Program requirements were thought to be reasonable by ninety-seven percent of the graduates. One person stated that program requirements were somewhat reasonable.

When asked to identify areas which were too difficult, fourteen of the graduates did so. The specified areas which are listed in Table 11 ranged from paragraph writing to occupational analysis. Some individuals indicated that the difficulty in some areas, such as job comparisons, arose from the time involved in acquiring the necessary information rather than the difficulty of the task itself.

Table 11

Difficult Program Areas
as Identified by Graduates

Difficult Areas	Number of Responses
Paragraph Writing	2
Job Comparisons	2
Solicit Information	2
Directions	1
Spelling	1
View Picture/Express Feelings	1
Listen to Political Speech/ Identify Meaning	1
Individual Assessment/ Advanced Academic	1
Community Awareness	1
Health	1
Occupational Analysis	1
Total	14

Areas which were too easy were identified by twenty graduates (Table 12). The area most frequently identified was math, with seven responses. The diagnostic phase and homemaking were identified by three individuals as being too easy, while personal and social awareness was identified by two graduates. The remaining areas were single responses. Two of the individuals who identified homemaking as being too easy clarified the statement by explaining that they had spent many years as homemakers and had a great deal of experience in that area.

In response to the question related to "office atmosphere," forty-five or 97.8 percent of the graduates indicated that they were comfortable with the office atmosphere; one graduate (2.2 percent) was not.

One hundred percent of the graduates perceived the staff as being readily available, fair and courteous. One hundred percent also indicated staff members were sensitive to their needs and knowledgeable about the program. Table 13 presents both the graduates' and terminations' perceptions of staff members. Equally favorable opinions were held by those who terminated the program.

All of the graduates indicated that the hours during which the program operated were convenient, as well as the days. Although the interview provided an opportunity for graduates to specify additional hours or days which would have been more convenient, none of the respondents had suggestions for additional times or days.

Table 12

Easy Program Areas
as Identified by Graduates

Easy Areas	Number of Responses
Math	7
Diagnostic Phase (Reading, Writing and Math)	3
Homemaking	3
Personal and Social Awareness	2
Individual Assessment/ Employer Verification Letter	1
First Aid	1
Listen to Music/Describe Feelings	1
Occupational Preparedness	1
Comparison Shopping	1
Total	20

Table 13

Perception of External High School Diploma Staff Members by Graduates and Terminations

	Readily Available		Fair & Courteous		Sensitive to Your Needs		Knowledgeable About the Program	
	No.	%	No.	%	No.	%	No.	%
Graduates	46	100	46	100	46	100	46	100
Terminations	9	100	9	100	9	100	9	100

The location of the program, which consisted of one site at the WCTI Menomonee Falls campus, was identified as being easily accessible by twenty-nine of the graduates. One individual found the program to be somewhat accessible, and thirteen of the graduates reported the location was not easily accessible. No response was reported for the remaining three graduates.

Twenty-six graduates suggested locations which would be more convenient. The list of locations and frequencies with which the locations were mentioned appears below in Table 14.

Table 14

Locations Which Would be More Convenient for Graduates

Location	Frequency
Pewaukee Campus	8
Waukesha	6
Area High Schools	4
New Berlin Industrial Park	3
Kettle Moraine	2
Hartland	1
Muskego	1
Milwaukee County	1
Total	26

When asked to rate the program on a scale of 1 - 5 (1 = excellent, 2 = good, 3 = average, 4 = fair and 5 = poor), thirty-three (71.7 percent) of the graduates rated the program 1 (excellent). Thirteen (28.3 percent) rated the program 2 (good). There were no ratings less than 2.

Graduates identified program strengths in terms of staff, convenience, meeting personal needs and content areas. Other strengths were privacy, "challenging," use of prior life experience and option to retake tests. A summary of data appears in the following table.

Table 15

Graduates' Perceptions of Program Strengths by Number and Percent

Strengths	Number	Percent
Content Areas	5	10.9
Personal Needs	6	13.0
Convenience	9	19.6
Staff	16	34.8
Other	8	17.4
No Response	2	4.3
Total	46	100.0

Program weaknesses were identified by twenty-three of the graduates. Location, with five responses, was the most frequently mentioned weakness. Most of the other weaknesses

tended to be one or two response items; a listing of additional weaknesses follows:

should have grades that would appear on transcripts
not in depth enough
pickiness
not reflecting competencies in a technical area
confusing/vague
duplication of other programs
publicity confusing
credibility

In order to obtain data that would be beneficial when considering program changes, the interviewees were asked to suggest program modifications. Twenty-eight of the graduates indicated that no modifications were necessary. The remaining eighteen graduates made numerous suggestions having to do with both program content and location of the program. The largest single response (four individuals) in terms of content was related to strengthening the math area. Table 16 indicates the number of responses to suggested modifications.

The one individual who stated that there was no need for the program felt it was duplicative of other high school completion programs and questioned the cost of maintaining such a program.

The External High School Diploma Program had been recommended to other people by thirty-four (73.9 percent) of the graduates (Figure 3). Several of the eleven graduates not recommending the program stated that they did not know anyone who needed the program or who had not completed high school.

Table 16

Modifications Suggested
by Graduates

Modification	Number
Strengthen math area	4
Add oral spelling	1
Add business competency	1
Provide counseling in an occupational area	1
Eliminate personal/social awareness	2
Delete shopping section and gathering information from businesses	3
Shorten information session and give a sample task	1
No need for program	1
Provide more sites	4
Total	18

In an attempt to measure overall satisfaction with the program, graduates were asked if they would still choose the External High School Diploma Program given all the options available for high school completion. Forty-one (89.1 percent) responded that they would still choose this option; two (4.3 percent) would not, and three (6.5 percent) stated that they were undecided (Figure 4).

Figure 3

Number of Graduates and Terminations
Recommending Program to Others

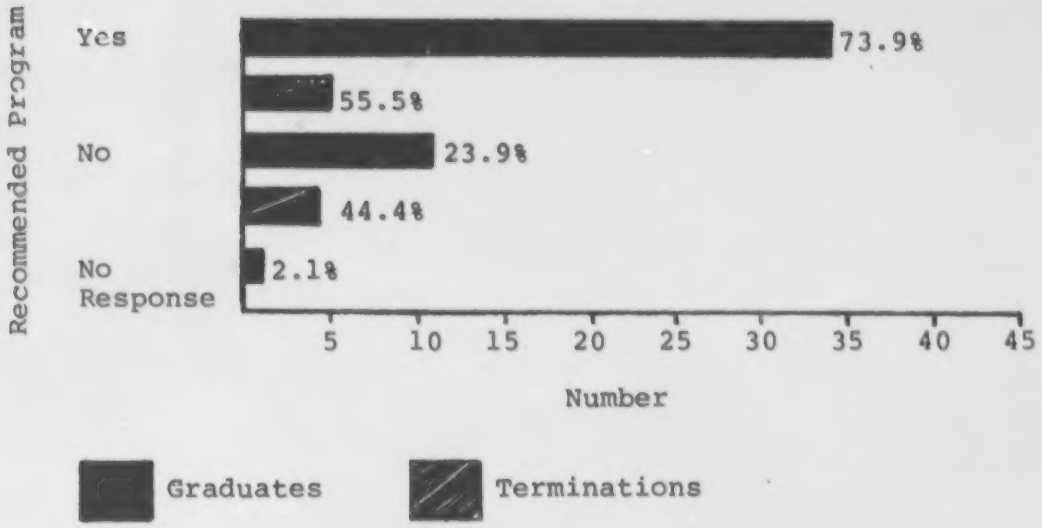
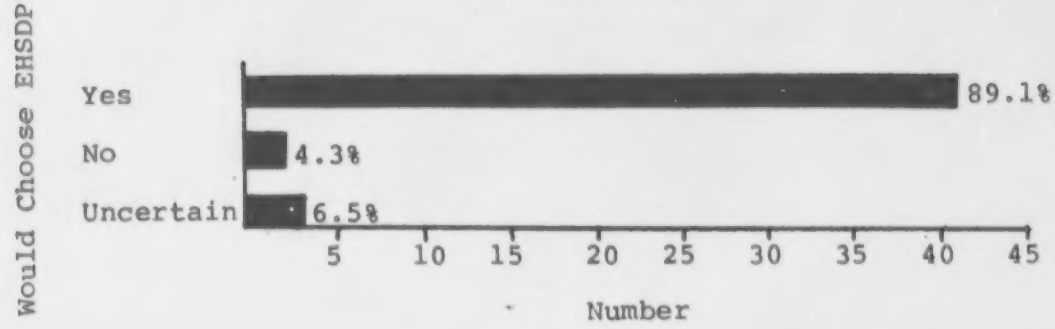


Figure 4

Number of Graduates
Who Would Still Choose EHSDP



Those who responded negatively were asked why they would not choose EHSDP. One individual gave no further reason; the other indicated a preference for going "back to my own high school to get my diploma."

Since no fees are charged for the External High School Diploma Program, the graduates perception of the issue of fees was of particular interest in the study. Questions related to the impact which the absence of fees had on the graduates' decisions to enter the program and what might constitute "reasonable" charges were designed to solicit information with regard to this issue. Absence of fees was not a factor in the decision to enter the program for eighty-two percent of the graduates. Additionally, forty graduates (87 percent) stated they would have entered the program even if it were necessary to charge a fee. Four (8.7 percent) were undecided on this question and two individuals did not respond.

When asked what would be a "reasonable and practical" charge, answers ranged from less than $50 to $100. Four graduates recommended a fee schedule based on income, while five suggested that $2 to $5 per task would be a reasonable charge. Table 17 presents fee recommendations which were made by both graduates and terminations.

Impact of program

The next part of the interview focused on program impact and perceived value of the diploma to graduates.

Table 17

Graduate and Termination Recommendations
for Program Fees by Number and Percent

Fees	Graduates		Terminations	
	Number	Percent	Number	Percent
Less than $50	19	41.3	1	11.1
$50 - $100	11	23.9	2	22.2
$2 - $5/Task	5	10.8	-	-
Income Based	4	8.7	1	11.1
No Fee	-	-	2	22.2
No Response	7	15.3	3	33.4
Total	46	100.0	9	100.0

Figure 5 indicates that the highest percentage of graduates (67.4 percent) derived personal satisfaction from acquiring the diploma. The diploma had been of value to 11.6 percent of the respondents in terms of further education. This same percentage indicated other values such as dissolving barriers and impressing others. Only 9.3 percent indicated the value of the diploma had been job related. One individual summed up the value of the diploma in the following manner: "it is the key to unlock the future."

The reactions of friends and family were varied with respect to the graduates' completion of the diploma program. Many were proud and supportive of the graduates' efforts. Some were indifferent. In cases where participation in the program was confidential, family and friends were not aware of the educational endeavor.

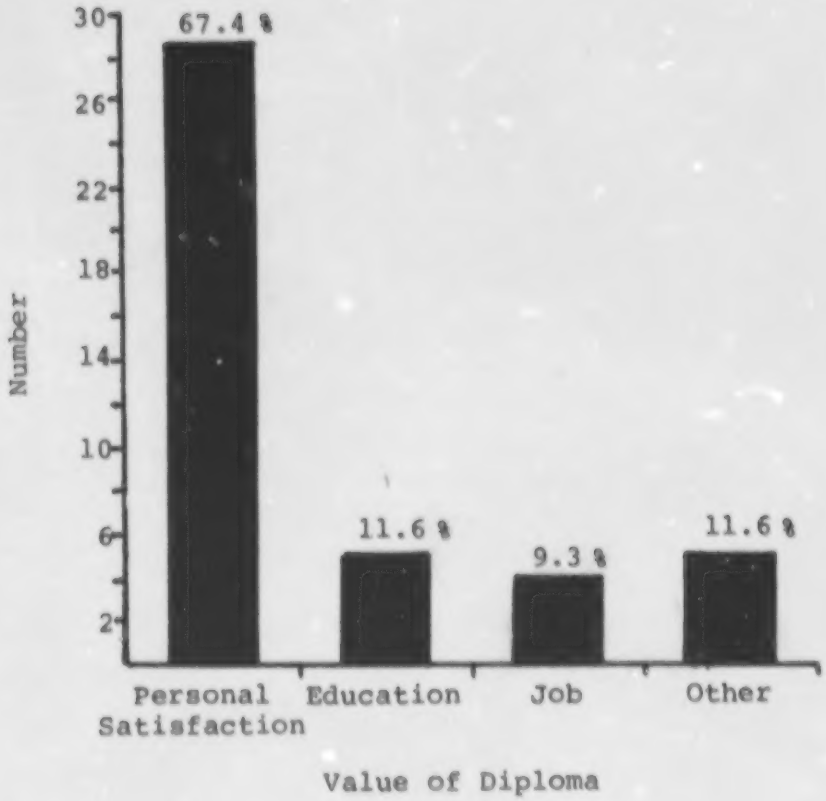
Personal satisfaction again emerged as the most frequent response (95 percent) to the question concerning the results of participating in the External High School Diploma Program. Positive self-image was reported as a result by 36 percent of the graduates, while nineteen percent reported family respect. An attitudinal change was indicated by 13 percent of the graduates (Figure 6).

When graduates were asked to identify skills which had improved as a result of participating in the program, the most frequently mentioned area was health knowledge. Figure 7 indicates that 67 percent reported improvement in this area.

Figure 5

Value of Diploma to Graduates

(N = 43)*



*Percentage based on number of responses. Three cases were missing.

Figure 6

Results of Participation in the
External High School Diploma Program
by Percent

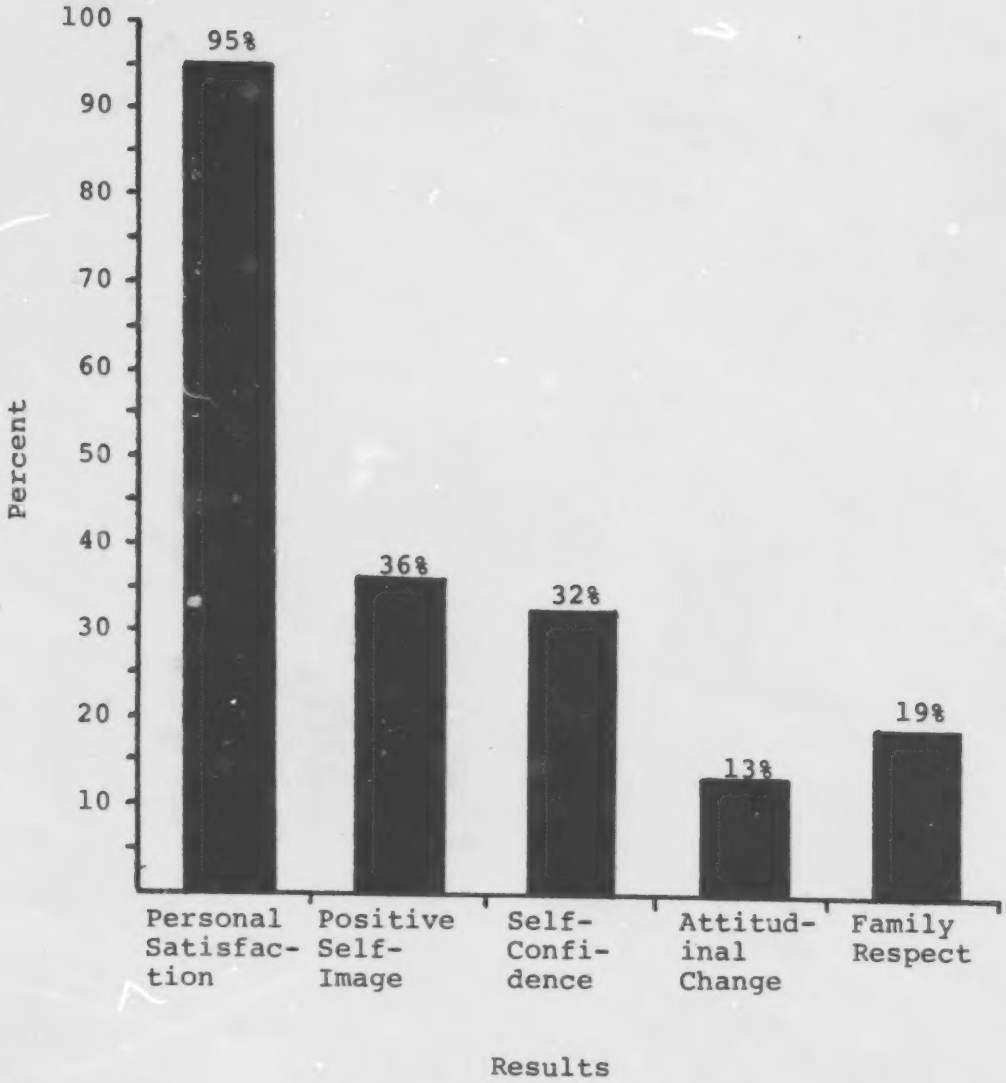
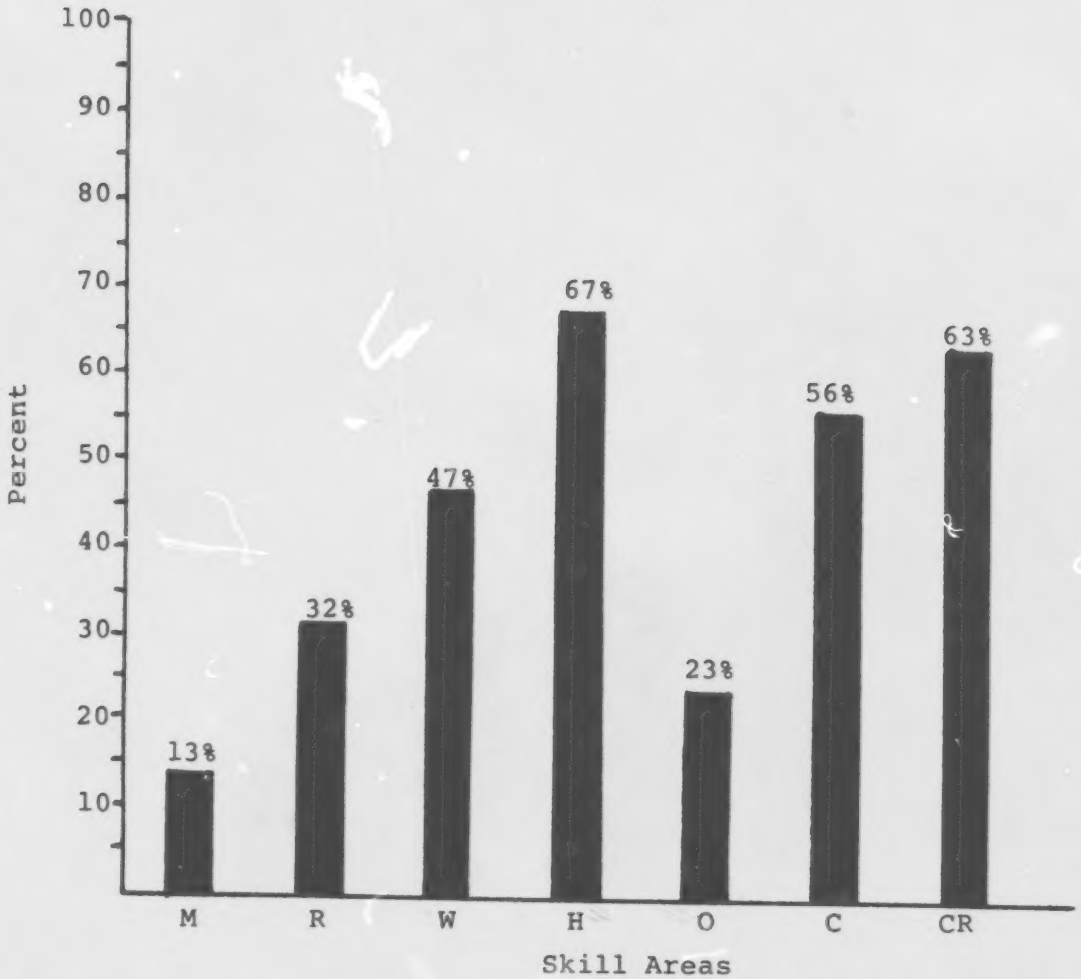


Figure 7

Percent of Graduates
Whose Skills Improved as a Result of
External High School Diploma Program
by Skill Areas



M = Math
R = Reading
W = Writing
H = Health Knowledge
O = Occupational Knowledge
C = Consumer Practices
CR = Use of Community Resources

Use of community resources emerged as the second highest area of improvement (63 percent). Consumer practices improved for 56 percent of the graduates. Writing skills were reported as improved by 47 percent of the graduates and reading in 32 percent of the cases. The two areas in which graduates reported the least improvement were occupational knowledge (23 percent) and math. Math was reported as being improved in only 13 percent of the cases.

Graduates were asked if they had enrolled in additional courses since acquiring the diploma. Responses were evenly divided for this item. Fifty percent had not enrolled in classes; fifty percent had.

A list of courses in which graduates had enrolled follow:

Accounting
Arts and Crafts
Sewing
Self-improvement
Real Estate
Cosmetology
Emergency Medical Technician
Nursing Home Administration
Bank Teller Training
Business Machines
Chemistry
Physics
Secretarial Course
Management
Literature
Basic College Curriculum

Of the twenty-three respondents who had taken additional courses, the highest percentage (43.5) took courses at Waukesha County Technical Institute. The University of Wisconsin-Waukesha, the University of Wisconsin-Parkside, the University of Wisconsin-Madison, and Alverno College were among the other institutions mentioned.

In order to determine whether the diploma met entrance requirements, in terms of high school completion, it was

necessary to ascertain (1) how many graduates had applied for formal admission to a post-secondary institution; (2) when the graduates had applied; and (3) whether the transcripts had been accepted by admissions officers.

Only five graduates had applied for formal admission to a post secondary institution since completing the diploma program. Institutions to which graduates applied and the acceptability of the transcripts, in terms of admissions procedures, appear in the following table.

Table 18

Institutions to which Graduates Applied and Acceptability of Transcripts

Institution	Number of Graduates Applying	Transcripts Accepted	Transcripts Unaccepted
Waukesha County Technical Institute	2	2	0
Alverno and Milwaukee Area Technical College*	1	1	0
Universal Academy of Hair Design	1	1	0
University of Wisconsin-Waukesha	1	1	0
Total	5	5	0

*One individual applied to both institutions.

It is interesting to note that the transcripts had been accepted by admissions officers at all five institutions to which graduates applied.

Four of the five graduates further indicated that acquiring the diploma facilitated entrance into these education and training programs.

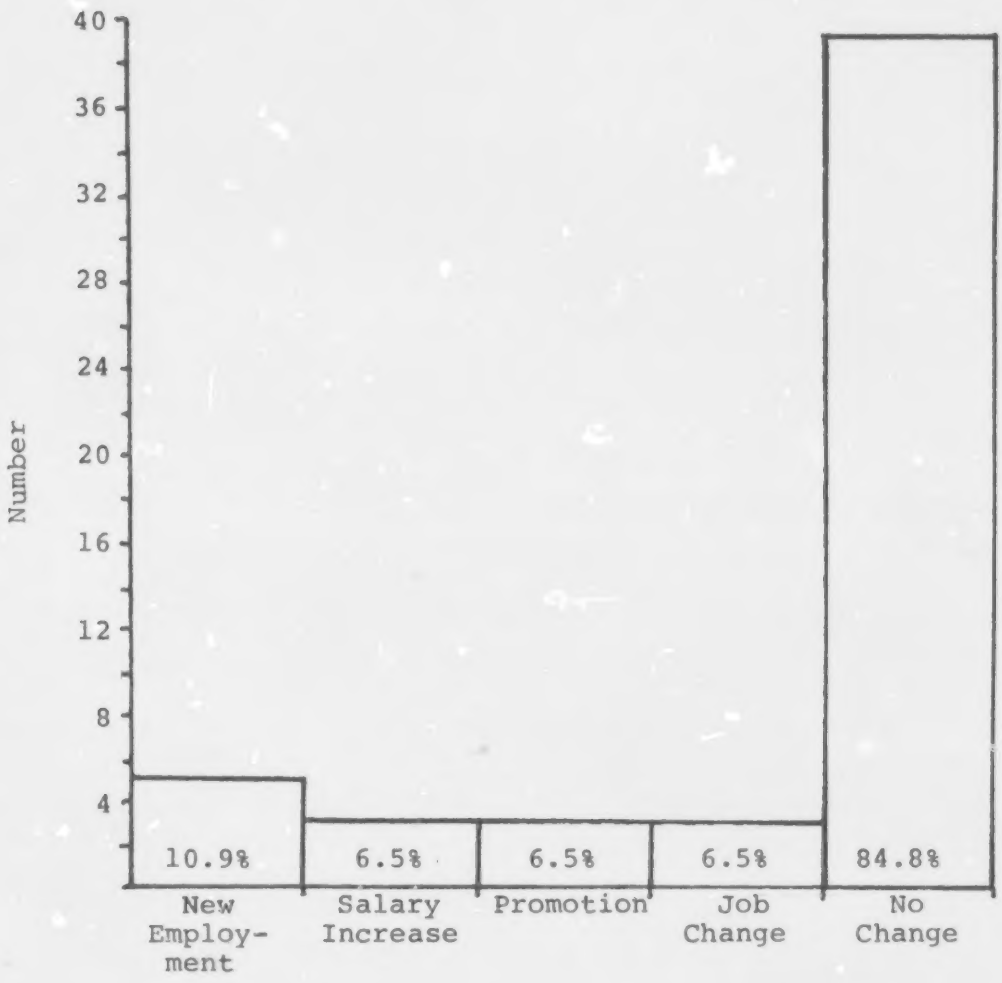
Those graduates who had not pursued an education program were asked if they had any plans to do so in the future. Of the thirty-two individuals responding to this item, twenty-two stated that they had plans to pursue an educational program; ten did not. Of those who had future plans for education, nine planned to attend universities, eight would take vocational programs and five planned to pursue other types of programs.

Questions relating to the impact of the diploma on occupational change began by ascertaining the graduate's current occupation. Thirty graduates (73.3 percent) were in the same occupation as at program entry. Figure 8 indicates the highest percentage of graduates (84.8 percent) experienced no job change as a result of acquiring the diploma. New employment occurred in five (10.9 percent) of the cases while promotions and salary increases resulted in three (6.5 percent) cases. Three individuals also indicated a job change. The majority of graduates (84.8 percent or thirty-nine cases) experienced no job change. One individual who experienced no job change stated "everyone at work thought I already had a high school diploma."

Figure 8

Impact of Diploma
on Graduates' Employment Status

(N = 46)



N.B. In some cases, changes were indicated in more than one category.

The last two questions relating to the impact of the diploma on employment focused on determining whether graduates had applied for a new job which required a high school diploma and whether prospective employers had asked to review the transcripts. Six of the graduates had applied for jobs which required a high school diploma; two had applied for jobs but were uncertain about the high school diploma requirement. The remaining thirty-eight respondents had not applied for a new job requiring a high school diploma. None of the six prospective employers had asked to review the graduates' transcripts.

When asked about the perceived value of the External High School diploma as compared with a diploma earned through a traditional high school program, forty-one graduates (89.1 percent) believed their diplomas were as valuable as a diploma earned through a traditional high school program. One individual indicated it is even more valuable because "I appreciate it more now."

Five graduates did not feel their diplomas had the same value as one earned through a traditional high school program. Statements concerning the reasons the diploma was not as valuable follow:

"It was too easy."

"There are no transcripts with grades and courses listed."

"It is not as widely accepted."

"I would feel more like I'd actually earned it if I stayed in a regular high school."

In the final section of the follow-up interview, graduates were asked to indicate how well the 64 competencies, which were demonstrated for the External High School diploma, related to what they did in adult life. The ratings for each competency were (1) not related, (2) somewhat related, and (3) closely related. Data related to the relationship of the 64 competencies to adult life based upon number, percentage and mean score are presented in Appendix C , Table 1 . A brief summary of that data follows.

Among the nine competencies related to Communication, three competencies were identified by over 50 percent of the respondents as being closely related to adult life. Thirty-three graduates or 71.7 percent felt the ability to "read materials from daily life; identify component parts" was closely related to what they did in adult life. "Write a set of directions with five consecutive steps" was identified by thirty graduates (65.2 percent) as being closely related while twenty-nine graduates (63 percent) stated that "view: identify non-verbal messages communicated by visual stimuli" was closely related to what they did in adult life. The item which appeared to be least closely related was "view: identify influences from captionless materials." Only sixteen graduates (34 percent) described this item as being closely related, twenty-two (47.8 percent) felt it was somewhat related, while eight respondents (17.4 percent) said it was not related to adult life. However, in terms of mean scores, all of the

competencies related to Communication fell between somewhat related and closely related.

Of the seventeen competencies related to Computation, fourteen were identified by over 50 percent of the graduates as being closely related to adult life. The highest percentage of graduates (95.7 percent) indicated that "add dollars and cents" was closely related to adult life.

Three competencies, "subtract dollars and cents," "subtract whole numbers" and "add whole numbers" were identified by 93.5 percent as being closely related to adult life. It is interesting to note that "add whole numbers" was the only computation competency which received no ratings of "not related."

The two competencies which received the lowest ratings were "make gross estimates in fractions and percentages from graphic representations" and "compute area." The first of these competencies was rated by 23.9 percent of the respondents as being closely related to adult life, while 41.3 percent said it was somewhat related and 34.8 percent indicated it was not related to adult life. The second competency "compute area" was perceived by 26.1 percent of the graduates as being closely related, 43.5 percent found it to be somewhat related and 30.4 percent indicated it was not related to what they do in adult life. These two items received the lowest mean scores of all competencies, placing these competencies between not related and somewhat related to adult life.

Competencies related to Self-Awareness were categorized into Decision Making, Aesthetic Expression and Health and Safety. The four competencies related to Decision Making were viewed by over seventy percent of the graduates as being closely related to adult life. Forty graduates (87 percent) identified "apply decision making process by solving a problem" as being closely related, while six or 13 percent said it was somewhat related. This is one of two items in which no responses of "not related" were given.

Graduates tended to see less relevance for competencies related to aesthetic expression. Although ratings for all competencies still fell between somewhat related and closely related, fewer graduates identified each competency as being closely related. "Show awareness of art in every day living" had the highest percentage of closely related ratings, yet only 43.5 percent indicated the item as being closely related to adult life. The two items receiving the lowest ratings were "react to or create art" and "react to a live performance."

All three competencies related to Health and Safety were generally identified as being closely related to adult life. Forty-five or 95.7 percent of the graduates felt that "exercise responsibility for own health and that of family" was closely related; forty (87 percent) indicated "identify negative effects of major health threats" was closely related; fewer graduates, thirty-six (78.3 percent) identified "state preventative techniques, symptoms and causes of major disease" as being closely related to adult life.

The ten competencies related to Social Awareness again fell between somewhat related and closely related. Five competencies were identified by 50 percent or more of the graduates as being closely related to adult life, with a high percentage of respondents (73.9 percent) indicating that "exercise rights and responsibilities of citizenship" were closely related to adult life. The two competencies receiving the lowest ratings were "state a contribution of two different cultures to American life" and "use history (past events) in making decisions and/or plans." Responses for both of these items were identical, with 32.6 percent of the graduates rating both competencies as closely related and 32.6 percent rating the two competencies as not related. Somewhat related was the rating given to both competencies by 34.8 percent of the graduates.

Consumer Awareness encompassed five competencies, each of which was identified by over 60 percent of the respondents as being closely related to adult life. "Apply decision-making process to comparative shopping" was identified by the highest percentage of graduates (78.3) as being closely related to adult life. The smallest number of graduates, twenty-eight (60.9 percent) identified "compare sources of consumer credit in making a purchase decision" as being closely related to adult life. Fifteen individuals (32.6 percent) felt this was somewhat related and three (6.5 percent) said this particular competency was not related to adult life. Mean scores placed all competencies related to

Consumer Awareness between somewhat related and closely related.

All six competencies related to Scientific Awareness had mean scores falling between somewhat related and closely related. The item most often identified by graduates as being closely related to adult life was "read scale on standard measuring device." Forty-three (93.5 percent) respondents rated this competency closely related; only two (43 percent) said it was somewhat related and one individual (2.2 percent) felt it was not related. The item containing the smallest number of closely related responses (twenty-five or 54.3 percent) was "state the relationship between the individual and the environment." Seventeen graduates or 37 percent felt this was somewhat related while four (8.7 percent) viewed this competency as being not related to adult life.

Although graduates expressed diversified opinions with respect to the relationship of Occupational Preparedness competencies to adult life, mean scores indicated that the overall ratings for the six competencies fell between somewhat related and closely related. "Identifying characteristics of a good worker" had the highest percentage of graduates (82.6 percent) responding with a rating of closely related; 15.2 percent felt this competency was somewhat related to adult life, while only 2.2 percent (one individual) stated it was not related.

The competency which received the largest percentage of not related responses was "prepare portfolio for job application." Thirteen graduates or 28.3 percent indicated this competency was not related to what they do in adult life, fifteen respondents or 32.6 percent felt the competency was somewhat related, while eighteen (39.1 percent) stated it was closely related. In terms of mean scores, this item also recieved the lowest mean score; however, it still fell between somewhat related and closely related to adult life.

Follow-up of Program Terminations

The primary objective for obtaining data from those who terminated the EHSDP was to identify reasons for discontinuation. Other data which are relevant to the project were also collected and are discussed in this chapter.

The findings are presented in the following order:

(1) Demographic factors including sex, age, ethnic background, residence, school district, marital status, number of dependents, income, education and occupation.

(2) Terminations' reasons for choosing the EHSDP and the ways in which information concerning the program was obtained.

(3) Terminations' reasons for discontinuing the program and the phases in which they terminated.

(4) Termination's perception of the program including its strengths and weaknesses.

(5) Educational goals and involvement of terminations in educational activities since discontinuing the program.

Demographic Factors

Although the terminations comprised the smallest target population in the study, certain demographic similarities are evident within the group. The following data are intended to give a description of those persons who terminated the program.

Seven females (77.8 percent) terminated the program while only two males (22.2 percent) left after enrolling in the program.

The ages of those who terminated were spread over many age categories. The largest number, three (33.3 percent), were between 31 and 40 years of age. Two (22.2 percent) were in both the 18-20 year old and the 41-50 year old categories. One individual was in the 51-60 age group and another was in the 61-70 group. Age distribution by sex for terminations appears in Appendix H, Figure 1.

Little diversity existed concerning the racial background of the terminations (Appendix H, Table 1). Seven (77.8 percent) were white, one was Native American and one was in the "other" category. No Blacks or Hispanics were represented.

A similar ratio was evident in the marital status of the terminations. Seven were married; two were single (Appendix H, Table 2).

Three (33.3 percent) of the terminations stated that Menomonee Falls was their place of residence. One termination resided in each of the folling locations:

Pewaukee, Nashotah, New Berlin, Dousman, Waukesha, and Brookfield (Appendix H, Table 3).

Numerous school districts were represented by those who terminated the program (Appendix H, Table 4). Two persons (22.2 percent) lived in the Hamilton-Sussex School District and two lived in the Waukesha School District. Other school districts represented by one termination included Menomonee Falls, New Berlin, Kettle Moraine, Elmbrook, and Oconomowoc.

The total family incomes of the terminations were all above $15,000. Three respondents (33.3 percent) had family incomes ranging from $15,000 - $20,000. Three respondent's family incomes were in the $20,000 - $30,000 category, and three had family incomes of over $30,000.

Respondent's individual incomes ranged across a larger span. Two had no income. Three earned under $8,000. Two had individual incomes ranging from $8,000 - $15,000. One had an income in the $20,000 - $30,000 category. One person did not respond to the question. Distribution of terminations according to family and individual income appears in Appendix H, Figures 2 and 3 respectively.

When asked the number of dependents, two or three was the number of dependents given by all but one of the terminations. Four (44.4 percent) had two dependents; four had three dependents. The remaining individual had seven dependents. The number of dependents included termination and/or spouse (Appendix H, Figure 4).

The educational level of respondents who terminated ranged from completion of 8th to 11th grade. Fifty-five percent completed 11th grade and one person finished 10th. At the lower end of the grade level range, thirty three percent completed 8th grade (Appendix H, Table 5).

In order to gain a more complete picture of the group who terminated, the respondents were asked to identify other types of schooling in which they participated prior to entering the EHSDP. Four (44.4 percent) of the terminations had taken other courses before enrolling in the EHSDP (Appendix H, Table 6). Courses encompassed a wide range of subjects including creative writing, business administration, and geneology courses, at American University, the University of Maryland, as well as nursing assistant and x-ray courses, vocational school courses, and electrician training and apprenticeship. The time range for additional schooling represented by respondents extended from 1930 to 1974 with each decade included (Appendix H, Table 7).

Responses to an additional question relating to background revealed that eight of the terminations (88.9 percent) had not taken any sections of the GED test prior to entering the EHSDP, while one person took the literature and social studies sections and passed both (Appendix H, Figure 5).

The Dictionary of Occupational Titles served as the basis for categorizing the terminations' occupations. Added to these classifications were homemaker and unemployed. A listing of specific job titles and occupational classification

appears in Appendix H, Table 8. Three respondents had occupations classified as Clerical-Sales occupations. Three had occupations categorized as Structural Work Occupations. Two were homemakers and one respondent was unemployed.

The number of years employed in the occupations listed ranged from 1-4 years to over 19 years. Three persons did not respond to the question concerning the number of years employed in the occupation at program entry.

Summary

The terminations as a whole were a heterogenous group displaying a broad spectrum of demographic characteristics, particularly in the categories of age, residence, school district, number of dependents, respondent's income, educational background, and occupation.

Similarities among the terminations were most evident in the areas of:

(1) Sex: More females than males were included in the group of terminations;

(2) Race: The white race was most highly represented in the group of terminations;

(3) Marital Status: The majority were married; and,

(4) Family Income: The family income level of all who terminated the program was $15,000 or above.

Reasons for Program Entry

Five persons (55.6 percent) who terminated the EHSDP mentioned that fulfillment of a goal to obtain a high school diploma was the primary reason for entering the program,

with one adding the opinion that a person is at a disadvantage without a diploma (Figure 1). Obtaining a better job was given as the main reason for entering the EHSDP by two people (22.2 percent) who terminated. One of the terminations stated she entered the program to better herself; another needed a diploma to continue her education.

Brochures were the most popular way of learning about the EHSDP by those who terminated (Table 4). Five (55.6 percent) originally learned about the program by reading the Waukehsa County Technical Institute brochures. One learned about the program from a friend; another, from a Waukesha County Technical Institute staff member. Newspapers were the original source of information about the EHSDP for two (22.2 percent) who later terminated.

Since the EHSDP does not include an instructional component, adequate preparation in math, reading, and writing helps a person to successfully complete the program. Five of the respondents who terminated indicated that they were adequately prepared in the basic skill areas, and four stated they were not prepared in these areas.

Reasons for Program Discontinuation

A variety of reasons were given for terminating the EHSDP, some of which were program related, and others which were personal (Table 19). Distance and lack of transportation to the program caused two persons to terminate. One individual disliked demonstrating competencies already known;

Table 19

Reasons for Terminating Program

Program-Related	Location	Personal Reasons
1) Too elementary-felt it was absurd to repeat competencies already known	1) No transportation	1) Work-related
2) Seemed a confusing and inappropriate way to get a diploma	2) Too far to travel	2) Too busy
		3) Unprepared in math

another found it a confusing way to get a diploma.

Personal reasons comprised the largest category of reasons for terminations, five persons. Three of the five stated they were too busy with their jobs, one had too many problems at home, and one person responded that she was unprepared in mathematics.

The diagnostic phase, which occurs toward the beginning of the program, had the highest rate of terminations with eight persons leaving the program during that phase. One person terminated during the assessment phase of the program.

Generally, those who terminated found the requirements reasonable, with eight out of nine (88.8 percent) responding positively. The same percentage (88.8 percent) stated that program requirements were explained clearly and completely. One person responded negatively to both questions.

Five of the individuals who terminated (55.6 percent) stated that the program differed from their expectations at the time of entrance into the program, and four persons (44.4 percent) indicated the program was what they expected. Among the differences identified were the expectation of more structure, of more everyday things, and a simpler means of gaining credit for past experiences and courses. One hadn't expected to have to write a paragraph.

Program Strengths and Weaknesses

Positive reactions to staff were unanimous (Table 13). All nine terminations agreed that the staff was readily a-

vailable, fair and courteous, sensitive to their needs, and knowledgeable about the program.

Responses to the question, "What did you like about the program?" were either related to the program process and content or were general in nature. One person liked finishing high school without attending regular classes. Getting a diploma was what one repondent liked. Other things which were liked included the whole concept of the program and the help for one's "inner life."

In order to identify ways to eliminate program dissatisfaction, persons who terminated were asked to express their dislikes concerning the program. One person disliked the location because it was so far. Another disliked writing a paragraph. One individual found that the program didn't suit her particular needs, but felt it was "high time such a program was started for those who need it." Lack of information on how to obtain help once the diagnostic phase of the program was completed was expressed as a dislike by one individual who had terminated (Table 20).

To obtain data related to program modifications, those who terminated were asked how the program could be changed to better meet their needs. Three persons suggested a more convenient location. Two suggestions were related to the program process; namely, clarify the initial explanation to eliminate confusion and include information relevant to obtaining help with academic problems.

Even though they were in the EHSDP for a short period

Table 20

Likes and Dislikes of the Program
as Identified by Terminations

Likes	Dislikes
Getting a diploma	Writing the paragraph
Thought it would help "inner life"	Seemed kind of hard
Can finish high school without going to classes	Program didn't suit her needs
Liked whole concept of the program	Location--too far
Can do at own pace	No information on how to get help after completing diagnostic phase of program
Establishment of this type of program for those who need it	

of time, seven (77.7 percent) of those who terminated felt the program was of value to them. Personal satisfaction, increased thinking, and learning were given as valuable results of program participation. A value of the program in "a negative sort of way" was the realization on the part of one respondent that she "didn't really need a high school diploma" and "wouldn't do anything with it anyway."

The absence of fees was not considered a significant factor by seven of the nine persons (77.7 percent) who terminated the program. All seven stated they would have entered the program if it were necessary to charge a fee. The remaining two persons considered the absence of a fee as important and would not have entered the program if there had been a fee. When asked to suggest a reasonable and practical fee, three did not respond. The others suggested fees based on income, or ranging from no fee to $100 (Table 17).

Despite the fact that they had terminated the EHSDP, all nine persons indicated that they would recommend the program to others (Figure 3), and five of the nine had already made the recommendation to others.

Educational Goals and Activities

When asked if they would consider reentering the EHSDP, six persons responded that they would, while three persons said they would not consider reentering.

Since terminating the EHSDP, two persons (22.2 percent) have investigated and subsequently enrolled in a GED program (Table 21). The reasons given included a preference for

Table 21

Investigation and Enrollment in
Alternative High School Completion Programs
by Terminations and Inquirers

Program	Investigation				Enrollment			
	Terminations		Inquirers		Terminations		Inquirers	
	No.	%	No.	%	No.	%	No.	%
G.E.D.	2	22.2	45	51.7	2	22.2	29	33.7
Adult High School	0	0	9	10.4	0	0	4	4.7
None	7	77.8	33	37.9	7	77.8	53	61.6
Total	9	100.0	87*	100.0	9	100.0	86	100.0

*One inquirer investigated two programs.

studying at a GED center rather than at home, and the need for a GED certificate to go on to school. At the time of the interviews, one had completed the program and had been awarded a GED certificate. The other seven (77.8 percent) individuals who terminated had not investigated nor enrolled in any other high school completion programs. One, however, had re-entered the EHSDP at WCTI.

Since terminating the EHSDP, four persons (44.4 percent) have enrolled in academic or non-academic courses or programs at WCTI, MBTI or the local high school. Accounting, creative writing, small business management, retirement planning, photography, and woodworking were among the courses in which they have participated.

Follow-up of Program Inquirers

The primary objective for obtaining data from those who inquired about the EHSDP was to determine their current educational status. Other data which are relevant to the project were also collected and are discussed in this chapter.

The findings are presented in the following order:

(1) Demographic factors including sex, age, ethnic background, residence, school district, marital status, number of dependents, income, education and occupation.

(2) Inquirers' reasons for choosing the EHSDP and the way in which information concerning the program was obtained.

(3) Inquirers' understanding of the EHSDP.

(4) Inquirers' eligibility for the program and reasons for choosing not to enroll.

(5) Inquirers' suggestions for program modifications.

(6) Current educational status of program inquirers.

Demographic Factors

Similarities among the inquirers are easily discernible in the collected data as are the factors specific to individuals in the group.

The data which follow are intended to present a general description of the characteristics of those persons who inquired about the EHSDP.

Females represented the highest number of inquirers. Fifty-six (65.1 percent) females as compared to thirty (34.9 percent) males inquired about the program.

The age range of inquirers extended from under 18 years to between 61 and 70 years. Four individuals were in both the lowest and the highest age categories, under 18 and from 61 to 70 years respectively.

The largest number of persons, twenty-three, were in the 18 - 20 age category. Nineteen individuals represented the 21 - 30 age group. Sixteen persons were in the 31 - 40 group. Fifteen individuals were in the 41 to 50 age bracket, while five inquirers were in the 51 to 60 age group. Age distribution of inquirers according to sex is presented in Appendix I , Figure 1 .

Great similarity among the inquirers in terms of racial background was evident in the data (Appendix I , Table 1). Only one Black and two Native Americans were represented in

this group. The remaining eighty-three (96.5 percent) of the inquirers were white.

The highest percentage (54.5 percent) of the inquirers were married. Thirty-one percent were single. Four (4.7 percent) individuals were in each of the categories of divorced, widowed, and separated (Appendix I , Table 2).

Those who inquired lived in numerous cities, towns and villages, most of which were within Waukesha County. Some, however, were in another county; this factor made some of the inquirers ineligible for the EHSDP (Appendix I , Table 3). The greatest number of inquirers lived in Menomonee Falls; Waukesha was represented by the next largest group of inquirers.

Collection of data regarding the school districts of inquirers revealed that 23.2 percent were in the Menomonee Falls school district. Fifteen percent were in the Waukesha school district. Numerous other school districts were also represented and are listed in Appendix I , Table 4 .

Background information related to income included both family income, which included income earned by all family members, and the individual inquirer's income (Appendix I , Figure 2). Family income ranged from under $8,000 to over $30,000 a year with the greatest percentage (24.4 percent) of respondents having incomes in the $15,000 to $20,000 range. Twenty-three percent had incomes between $20,000 and $30,000. Sixteen percent reported incomes under $8,000 while 17 percent were in the $8,000 - $15,000 bracket. A family

income of over $30,000 was earned by ten percent of the respondents. Two percent did not respond to the question. Some of the single respondents who lived with their parents were unaware of the amount of the family income. This group accounts for 5.8 percent of the respondents.

"No individual" income was reported by 39 percent of the inquirers. This factor may be explained by the large number of homemakers who inquired about the program. An individual income of under $8,000 was reported by 38 percent of the inquirers.

A large number of inquirers from age 17 to 20 may account for this factor. Only 2.3 percent indicated individual incomes of over $30,000 (Appendix I , Figure 3).

The number of dependents ranged from one to nine (Appendix I , Figure 4). Three was the most frequently reported number of dependents, by twenty-one respondents. Next in frequency were four and five dependents, reported by sixteen individuals. Two inquirers had nine and two had eight dependents.

Inquirers were asked to identify the highest grade completed at the time of inquiry into the EHSDP. The highest percentage of inquirers (44.1 percent) had completed eleventh grade, followed by 31.4 percent who had finished tenth grade. Eleven percent had completed eighth grade, seven percent had finished ninth grade, and four percent had completed twelfth grade (Appendix I , Table 5).

The information concerning other schooling revealed that thirty-one of the inquirers had participated in other types of schooling prior to inquiry about the EHSDP (Appendix I, Table 6). A variety of courses covering numerous subject areas were completed spanning many years. A complete list of schooling in which the inquirers participated is presented in Appendix I, Table 7.

A final question relevant to educational background addressed the inquirers' completion of the GED examination prior to inquiring about the EHSDP (Appendix I, Figure 5). Seven percent had taken the entire GED examination while eight percent had taken some sections of it. For a listing of specific sections of the GED examination which inquirers had completed and passed, see Appendix I, Table 8.

The Dictionary of Occupational Titles was utilized to categorize the occupations of the inquirers. Additional categories of homemaker, disabled, unemployed, retired and student were incorporated into the list in Appendix I, Table 9, to allow for the classification of all who inquired. Homemaker was the most frequent answer to the question regarding occupations, with twenty-nine individuals indicating that response. Thirteen inquirers held jobs classified as Clerical-Sales Occupations. Service Occupations were represented by ten individuals. A slightly smaller number, eight persons, were employed in Benchwork Occupations. Five of the inquirers were unemployed at the time of inquiry, three were retired, two were students, and one was disabled.

Those who were employed reported having worked at that occupation for a period of time ranging from less than one year to over nineteen years.

Summary

As a group, the inquirers displayed widely divergent characteristics in terms of age, residence, school district, income, number of dependents, educational background, and occupation.

The areas of similarity among the inquirers were as follows:

(1) Ethnic background: 96.5 percent of the inquirers were white;

(2) Sex: Females outnumbered the males in the ratio of 56 to 30.

(3) Marital status: Married persons comprised 54.5 percent of the group; and,

(4) Other schooling: 62.8 percent of the population had not enrolled in other schooling prio to inquiry about the EHSDP.

Reasons for Program Investigation

In order to discover why people investigated the EHSDP, inquirers were asked to identify their primary reason for inquiry. The most frequent response, fulfillment of the goal to obtain a high school diploma, was given by 32 percent (Figure 1). Twenty-four percent inquired because they needed a high school diploma to go on to further education. Reasons related to job attainment and advancement were stated by 17 percent of those who inquired. Nine percent

were interested for self-improvement reasons. The remaining 16 percent inquired out of general interest or curiosity, with six persons expressing their need for a diploma. Three persons related the need for a diploma to convince others or give personal reassurance.

An attempt was made to determine how the inquirers learned about the EHSDP (Table 4). Newspapers proved to be the major source, since nineteen (22.1 percent) inquirers learned about the program through this media. Fifteen inquirers (17.4 percent) heard about the program from friends. WCTI was a frequent source, through its staff and brochures, with inquirers' responses in those categories being thirteen (15.1 percent) and eleven (12.8 percent) respectively. Posters and family members were also mentioned as sources. Sixteen of the persons in the "other" category learned about the program from high school teachers or counselors, or from school board newsletters. Three inquirers didn't remember the source.

The initial contact with the EHSDP was made by telephone by fifty-nine (68.6 percent) of the inquirers. Twenty-five (29.1 percent) walked in while two persons (2.3 percent) contacted the program by mail.

Program Information

Ninety-four percent of the inquirers responded that they had received adequate information at the time of inquiry. Four percent felt they had not received adequate

information, with one inquirer stating that the information was too vague and another stating that she never received the written information after requesting it by telephone. One respondent was unsure if she had received adequate information.

Prior to entry into the EHSDP, enrollees attend an information session at which time the program is fully explained. The inquirers were asked if they had attended an information session. Thirty-three persons (38.4 percent) had attended, while the remaining number, fifty-three (61.6 percent) had not.

Eligibility and Non-Enrollment Factors

In order to be eligible for the EHSDP, an individual must be at least eighteen years of age, reside in Waukesha County, and demonstrate competency in an individual skill area. Of those who inquired sixty-five (75.6 percent) were eligible for the program (Table 22). The remaining twenty-one (24.4 percent) were not eligible for entrance into the program because of failure to fulfill the eligibility requirements (Table 23).

Sixteen inquirers did not reside in Waukesha County. Four inquirers were under eighteen years of age and one respondent was lacking an individual skill.

When asked why they chose not to enroll in the EHSDP, a variety of responses were given (Table 24). Several persons decided not to pursue any high school diploma program

Table 22

Eligibility of Inquirers
for the EHSDP

Eligible	Number	Percent
Yes	65	75.6
No	21	24.4
Total	86	100.0

Table 23

Reasons for Ineligibility
for the EHSDP

Reason	Number	Percent
Age	4	19.0
Residence	16	76.2
No Individual Skill	1	4.8
Total	21	100.0

Table 24

Reasons Given by Inquirers
for not Enrolling in EHSDP

Decided diploma not necessary
Didn't think diploma would do any good
Seemed more complicated than GED
GED would be faster
Personal problems
Not enough time
Location (too far away/ no transportation)
Chose a more suitable program
Bad timing
Husband thought it was foolish at her age
Misunderstood program--was not for her
Counselor thought GED would be better
Inquirer thought GED would be better
Program took too much time
Didn't have babysitter
Nervous--didn't know if could make it
Interviewer thought it would be hard for her
Just curious--not really serious
Moved out of state

either because they perceived a diploma as unnecessary or useless or because of age. Personal problems, namely, nervousness, no babysitter, no transportation, and lack of time were among the reasons for not enrolling in the program. Additional responses were related to considering or choosing alternative high school completion programs.

Responding to whether they would reconsider enrolling in the EHSDP, fifty-four inquirers (62.8 percent) replied that they would. Those who responded affirmatively were then asked "under what conditions" they would reconsider enrolling. A variety of conditions were given (Table 25); if they "had time" being the most frequent response, by thirteen individuals. Five would reconsider enrolling if

the location were more accessible; one, if she had transportation. Additional conditions cited ranged from having someone to go with, if the need arose for a job requiring a diploma, if English and Math skills were taught, to if the availability of jobs increased.

Suggestions for Program Modification

While the inquirers were not actually involved in the program, it was considered important to ascertain what changes would make the program more appealing to them. Therefor, inquirers were asked how the program could be changed to better meet their needs (Table 26). Changes in age, residency and individual skill requirements were suggested. Other suggestions included changing locations, faster testing, greater confidentiality, more academic structure, increased home study, decreased work in homemaker assessment, and the inclusion of a practical job application.

Educational Status

In fulfillment of the objective to determine the current educational status of the inquirers, questions were asked pertaining to investigation of and enrollment in alternative high school completion programs (Table 21). Forty-five persons (51.7 percent) who inquired about the EHSDP investigated the GED program. Twenty-nine (33.7 percent) enrolled in a GED program. When asked why they chose that program, a variety of reasons were given related

Table 25

Conditions Under which Inquirers
Would Reconsider Enrolling in EHSDP

Condition	Frequency of Response
If eligible (residence)	7
If there were more jobs available (economy)	1
If counselor recommends it	1
If no individual skill needed	1
If need a job to support self (which requires a diploma)	1
If has the time	13
If better English and Math skills were taught	1
If can get "guts" to get going	1
If offered during mornings	1
If offered during evenings	1
If location more accessible	5
If has transportation	1
If has someone to go with	1
If need diploma	1

Table 26

Program Changes
Suggested by Inquirers

Better location
Testing should be faster
Eliminate individual skill
Program should be shorter
Program should be more structured, academic
Program should be open to all those under 18 if they are out of school
Program should include practical job application
Program should be more confidential
Program should include more home study
Individual skill-homemaker section should include less work
Change residency requirements

to confidentiality, easiness, length of time, teacher availability for help, convenience, suitability, age, friends, and no choice. Fourteen of the inquirers have completed the GED program in the last two years.

Nine inquirers (10.4 percent) had investigated the Adult High School program and four (4.7 percent) had enrolled in that program (Table 21). The reasons given for choosing the Adult High School were that "it seemed more suitable when only ½ credit was needed," "it seemed easiest," and "for the knowledge." Table 27 presents reasons for choosing GED and Adult High School Programs. To date, one inquirer has completed the Adult High School Program.

Table 27

Inquirers' Reasons for Choosing the GED and Adult High School Programs

GED	Adult High School
Faster	Seemed easiest
No choice	More suitable (only needed ½ credit)
Because there were teachers there all the time to help	For the knowledge
Easiest	
Had friends who took it	
Convenient	
Most suitable	
Confidentiality of GED	
Because of age (40's)	

Chapter V

Summary, Conclusions and Recommendations

The need for follow-up studies which provide information concerning the impact of external high school diploma programs, as well as identify strengths and weaknesses, has been substantiated by literature as well as by groups associated with the External High School Diploma Program at Waukesha County Technical Institute.

The specific purposes of this study were first, to conduct a follow-up study of External High School Diploma graduates in order to obtain feedback concerning program strengths and weaknesses, and to ascertain what impact the program had in terms of personal, educational and vocational goals; second, to conduct a follow-up study of program terminations in order to identify reasons for discontinuation; and third, to conduct a follow-up study of program inquirers to determine reasons for non-registration and current educational status.

The findings in this study are based upon interviews of forty-six, or 92 percent, of the graduates of the EHSDP; nine, or 81.8 percent, of the individuals who terminated the program, and eighty-six, or 71 percent, of those individuals who inquired about the program but did not register.

Although the questionnaires were designed primarily to collect data relative to the stated objectives of the

project, other information, such as demographic data, was also obtained. Data, as analyzed for each of the three groups, revealed perceptions of the program to be positive. Graduates tended to express a high level of satisfaction with the program and perceived it to be personally valuable. A high percentage indicated they would still choose the EHSDP and the majority also had recommended the program to other people.

Those individuals who terminated the program generally did so for personal reasons as opposed to dissatisfaction with the program. The majority indicated that even though they had not completed the program, it had been beneficial in terms of increased self-satisfaction.

Conclusions

Based upon the findings reported in this study, the following conclusions have been drawn.

Graduates

(1) Demographic Factors. The graduates, as a group tended to be heterogeneous with respect to age, residence, income, number of dependents, and educational background. Although diverse occupational backgrounds were represented, homemaker was the category containing the highest percentage of graduates. The areas in which graduates appeared to exhibit the most similarity were: (a) sex, with the majority being female; (b) ethnic background, with 91.3 percent of the graduates being white; and (c) marital status, with 91.3 percent being married.

(2) Program Entry. While graduates entered the program for four basic reasons, (i.e., (a) to better self and for personal satisfaction; (b) goal fulfillment; (c) in order to continue their education; and (d) reasons related to others, such as providing an example for children or friends), personal satisfaction yielded the highest number of responses.

(3) Program Selection. The most frequently given reasons for selecting the EHSDP as a means of obtaining a diploma were related to speed of completion and convenience.

(4) Diagnostic Phase. By and large, graduates felt the diagnostic phase of the program provided an adequate picture of their readiness for the program.

(5) Basic Skills Preparation. Graduates also felt they were adequately prepared in the basic skills prior to program entry.

(6) Task Relevance. The majority of the graduates perceived the tasks related to Community Awareness, Personal and Family Health, Occupational Preparedness, Consumer Awareness, and Consumer Decision Making as reflecting real adult life situations.

(7) Individual Assessment Area. Of the three individual assessment areas available to the graduates, the occupational/vocational option was selected by all except two of the forty-six respondents. Nickse (1976) found basically the same preference among the first fifty grad-

uates of New York's External High School Diploma Program in which all but one graduate chose the occupational/vocational option.

(8) Program Modifications.

(a) Although most graduates indicated that no new competencies should be added, some suggestions were made for strengthening existing competencies related to math, consumer awareness and occupational awareness.

(b) Most graduates also felt no competency areas should be deleted. Of those identified areas for deletion, the most frequently mentioned were art/music and consumer awareness. The deletions related to art (attend a live performance) and music were also indicated by Nickse (1976).

(9) Program Strengths.

(a) Program strengths were clearly indicated in terms of the staff, and days and hours of program operation. All of these items received positive responses by 100 percent of the graduates.

(b) The program, in terms of overall operation and content, was rated as being either excellent or good by all respondents, with the highest percentage rating the program as excellent.

(10) Program Weaknesses.

(a) Program weaknesses in content areas tended to focus on the area of math. Other areas which were identified as being too easy were the diagnostic phase, home-

making, and personal and social awareness.

(b) In terms of program operation, location was the most frequently identified weakness. Additional sites would have provided greater accessibility.

(11) Fees. The absence of fees appeared to have had little influence on the graduates' decisions to enter the program. The majority indicated they would have enrolled if a fee were charged.

(12) Program Impact.

(a) Program impact was most evident in terms of personal satisfaction derived from acquiring the diploma.

(b) The diploma had less impact on further education. While 50 percent of the graduates had enrolled in additional courses since completing the program, only five had applied for formal admission to a post secondary institution.

(c) The area in which the diploma program had least impact was occupational change. The majority had experienced no job change as a result of acquiring the diploma; however, this factor is related to the small percentage which had sought new jobs.

(d) Graduates identified health knowledge as the area in which the EHSDP had the most impact in terms of skill improvement. Math was the least improved area, followed by occupational knowledge.

(13) Diploma Value. The External High School Diploma was perceived as equal in value to a diploma earned through

a traditional high school program by a majority of the graduates. It also appears to have the same value in terms of meeting standards for entry into post secondary institutions. The five post-secondary institutions to which the graduates applied had all accepted the diploma as meeting entrance requirements.

(14) Competencies. In terms of how closely related the 64 competencies were to what the graduates do in adult life, all but two of the competencies received ratings between "closely related" and "somewhat related" to what adults do in life. The items receiving the lowest scores, placing them between "not related" and "closely related," were "make gross estimates in fractions and percentages from graphic representations" and "compute area." The competency area which tended to have the lowest rating, although still between "somewhat related" and "closely related," was aesthetic expression. Basically the same competencies tended to rate lower in terms of their importance in a study conducted by the Cooperative Education Research Department in Conneticut (1979).

Terminations

(1) Demographic Factors. The individuals who terminated the EHSDP were also a heterogeneous group in terms of age, residence, number of dependents, respondents' income, educational background and occupation. Similarities were most evident in sex with the majority being female; race, again whites were most highly represented; and, family

income, which in all cases was $15,000 or above.

(2) Program Entry. The primary reason for program entry was goal fulfillment. Other reasons were related to self-improvement, job attainment and advancement.

(3) Program Termination. The highest percentage of respondents terminated the program for personal reasons such as problems at home or job responsibilities.

(4) Diagnostic Phase. The diagnostic phase was the period during which the highest rate of terminations occurred. Four of the nine terminations felt they were not adequately prepared in the basic skills area.

(5) Program Weaknesses. Program weaknesses centered primarily around location. Other areas, such as needing more help with academic problems, also emerged.

(6) Program Strengths. Program strengths once again focused on the staff, with 100 percent of the terminations indicating staff was readily available, knowledgeable and sensitive to their needs.

(7) Fees. The absence of fees was not a factor in program entrance for a majority of the respondents. Most would have entered even if a fee were required.

(8) Educational Status. Since terminating the EHSDP, two persons have enrolled in a GED program, one reentered the EHSDP, and four have enrolled in various academic or nonacademic courses.

Inquirers

(1) Demographic Factors. Individuals who inquired about the EHSDP tended to be heterogeneous with respect to age, residence, income, number of dependents, educational background and occupation. Areas of similarities were once again in sex, the highest percentage being female; ethnic background, with 96.5 percent being white; marital status, with the highest percentage married; and other schooling, in which the majority had not enrolled in other schooling prior to inquiry into the EHSDP.

(2) Program Inquiry

(a) The primary reason for inquiry into the program was goal fulfillment.

(b) In terms of information provided to the inquirers, 94 percent indicated they had received adequate information at the time of inquiry into the program.

(c) Of those individuals who inquired about the program, only twenty-one were ineligible. The highest percentage were ineligible due to residency requirements, which specify that participants must reside in Waukesha County. Other reasons for ineligibility were age (too young) and lack of competency in an individual skill area.

(3) Reasons for Non-enrollment. The reasons for not enrolling in the program were varied. Some individuals decided the diploma was unnecessary; others identified personal problems, such as lack of time, transportation and inability to find babysitters as inhibiting factors. Several

had enrolled in other alternative high school completion programs.

(4) Program Modification. Program modifications which would make the program more attractive to the inquirers were changes in age, residency and individual skill requirements, a more accessible location, greater confidentiality, more academic structure, increased home study, decreased work in homemaker assessment, and inclusion of a practical job application.

(5) Educational Status

(a) Of the eighty-six individuals who inquired about the EHSDP, twenty-nine enrolled in a GED program, and, within the last two years, fourteen completed the GED program. Reasons for selecting this alternative ranged from confidentiality to length of time.

(b) Four inquirers had enrolled in the Adult High School Program at WCTI; one individual had completed the program. Among the reasons given for selecting this program were suitability and knowledge.

Recommendations

Based upon the findings of this study, the following recommendations are suggested:

(1) Program Expansion.

(a) In order to provide more convenient locations, additional program sites within Waukesha County and expansion to other areas of the state should be considered.

(b) Consideration be given to selecting a site which has a greater ethnic diversity in order to determine how effective the program is in meeting the needs of various minority populations.

(c) Client fees be considered as one means of financing program expansion.

(d) The present level of staff effectiveness be maintained in expansion.

(e) The present level of flexibility in terms of hours and days of operation be maintained.

(2) Program Modifications.

(a) Competencies related to the area of mathematics be examined, and consideration given to inclusion of higher mathematical concepts.

(b) Modification in the area of occupational preparedness be considered.

(c) Competencies related to aesthetic expression be examined in relationship to their relevance for "what adults do in daily life."

(d) A study group be appointed to determine specific program modifications and the means by which modifications may be implemented.

(3) Continuation of Follow-up Studies.

(a) Another follow-up study of the first fifty graduates be conducted in four years in order to determine the impact of the diploma over a longer period of time, particu-

larly with respect to occupational status.

(b) Follow-up studies of graduates, terminations and inquirers continue to be conducted on a yearly basis.

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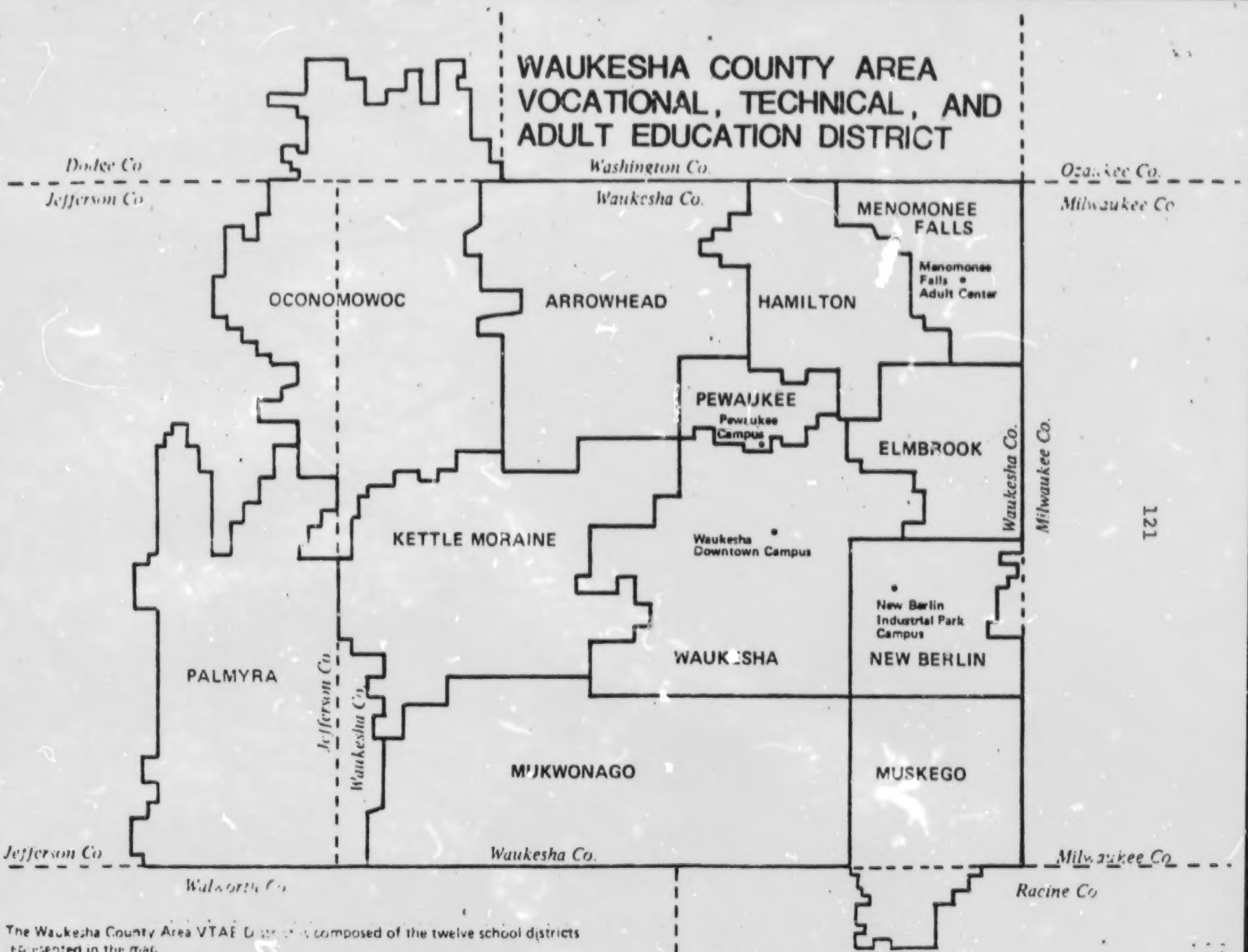
APPENDIX A

Map of Waukesha County Area
Vocational, Technical and Adult Education District

WAUKESHA COUNTY AREA VOCATIONAL, TECHNICAL, AND ADULT EDUCATION DISTRICT



The Waukesha County Area VTAE District is composed of the twelve school districts represented in the map.

APPENDIX B

Advisory Committee Letters

THE UNIVERSITY OF WISCONSIN—MILWAUKEE/ P.O. Box 413, Milwaukee, Wisconsin 53201

SCHOOL OF EDUCATION
DEPARTMENT OF ADMINISTRATIVE LEADERSHIP

AREA CODE 414
963-4740

November 16, 1979

Dear

At the November meeting of the External High School Diploma Program Advisory Committee, we did some brain storming concerning questions which might be included on follow-up questionnaires which are to be sent to graduates of the program as well as individuals who have inquired about the program and individuals who have terminated the program. We would like to get suggestions from all members of the Advisory Committee and would very much appreciate having you include your suggestions on the enclosed forms and return the information to me by December 5, 1979.

Your suggestions will be invaluable to us as we begin to design the follow-up questionnaire. Thank you for your support!

Sincerely,

Wanda C. Hole, Ph.D.
Assistant Professor

WH/bk

Enclosure

THE UNIVERSITY OF WISCONSIN—MILWAUKEE/ P.O. Box 413, Milwaukee, Wisconsin 53201

SCHOOL OF EDUCATION
DEPARTMENT OF ADMINISTRATIVE LEADERSHIP

AREA CODE 414
963-4740

November 16, 1979

Dear

Your input at the External High School Diploma Program Advisory Committee meeting concerning questions to be answered as a result of the evaluation project was greatly appreciated. Due to the short period of time which we had for generating questions, I am sure some very good ideas were left "unexpressed". If you have suggestions for additional questions which might be included on the follow-up questionnaire, please list the questions on the enclosed form and return it to me by December 5, 1979.

Your suggestions will be invaluable to us as we begin to design the follow-up questionnaire. Thank you for your support!

Sincerely,

Wanda C. Hole, Ph.D.
Assistant Professor

WH/bk

Enclosure

APPENDIX C

Graduate Questionnaire

EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM

GRADUATE QUESTIONNAIRE

INFORMED CONSENT

This is Marilyn Lynch, a graduate assistant, from the University of Wisconsin-Milwaukee. I am gathering information which is to be used in evaluating the External High School Diploma Program at Waukesha County Technical Institute. Because you are a graduate of this program, you are in a unique position to provide information which will help to determine the effectiveness of all phases of the program.

If you choose to participate, I have a list of questions which will take approximately forty-five minutes to answer. Your responses to these questions will be confidential and you will not be identified in any way. Your participation in this project is entirely voluntary and you are not obligated to participate. If you desire to discontinue during any part of the interview you may do so; the information collected from you up to that point would be destroyed if you so desire. However, it would be highly beneficial to the External High School Diploma Program, in terms of future improvements, to find out your perceptions of the total program.

After this interview has been completed, I will be happy to answer questions which you may have, or for further information concerning the project you may contact Dr. Wanda Hole at the University of Wisconsin-Milwaukee, 414-963-4995. This project has been reviewed by the University of Wisconsin's Institutional Review Board for the Protection of Human Subjects. If you have any complaints about your participation in this study please contact Dr. William K. Hoffman, Vice-Chairman of the Board, Graduate School, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201, phone 414-963-5120.

Your informed consent to participate in this evaluation project will be demonstrated by answering the interview questions.

EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM

FOLLOW-UP QUESTIONNAIRE FOR GRADUATES

DEMOGRAPHIC DATA

(Note to interviewer: Information requested is at time of entry into the External High School Diploma Program.)

1. Sex

Male _____
Female _____

2. Age

18-20 _____
21-30 _____
31-40 _____
41-50 _____
51-60 _____
61-70 _____
Over 70 _____

3. Ethnic Background

Black _____
White _____
Hispanic _____
Native American _____
Other _____ specify

4. Residence(name of):

City, town, etc.

_____

School District

_____

5. Marital Status

Single _____
Married _____
Divorced _____
Widowed _____
Separated _____

6. Total Family Income

Under 8,000 _____
8,000-15,000 _____
15,000-20,000 _____
20,000-30,000 _____
Over 30,000 _____

7. Respondent's Income

None _____
Under 8,000 _____
8,000-15,000 _____
15,000-20,000 _____
20,000-30,000 _____
Over 30,000 _____

8. Number of Dependents

_____

9. Education

a. Highest grade completed at time of entry

Below 8th _____
8th _____
9th _____
10th _____
11th _____
12th _____
Unknown _____

b. List other schooling prior to EHSDP:

_____ _____
Class Date

_____ _____
Class Date

c. Did you take any part of the G.E.D. prior to entering the EHSDP?

yes	no
___	___

If yes, check sections taken and sections passed.

	taken	passed
Mathematics	_____	_____
English	_____	_____
Literature	_____	_____
Social Studies	_____	_____
Science	_____	_____

Awarded G.E.D. Certificate

Date_____

10. Occupation

Occupation at Program Entry

_____

Number of Years Employed in Above Occupation

_____

PROGRAM DATA

A.

1. What was your primary purpose for seeking a high school diploma?

2. Why did you choose the External High School Diploma Program to fulfill this purpose?

3. How did you first find out about the External High School Diploma?

Newspaper	____	Friend	_____
Radio	_____	Family Member	_____
Poster	_____	Recruiter	_____
Brochure	_____	EHSDP Staff	_____
WCTI Staff	_____	Community Agency	_____ specify
		Other	_____ specify

4. How long did it take you to complete the Program?

B.

1. Was the information session understandable and informative? ☐ Yes ☐ No

   If no, why not?

2. Did the diagnostic phase provide you with an accurate picture of your readiness for the External High School Diploma Program? ☐ Yes ☐ No

   If no, why not?

3. Were you adequately prepared in the basic skills (reading, writing, math) before enrolling in this program?

   Reading ☐ Yes ☐ No

   Writing ☐ Yes ☐ No

   Math ☐ Yes ☐ No

   (If answer to any of the above is no, ask)

4. What learning resources did you use to improve basic skills?

5. Was the assessment process a realistic means of evaluating your competencies?

☐ Yes ☐ No

If no, what was not appropriate?

6. Which method of Assessment did you prefer?

a. Oral Interviews ☐

b. Written spot checks ☐

Why?

7. Did you like the take-home features?

☐ Yes ☐ No

8. What resources did you use in preparation for Assessment?

9. On the average, how much time did you spend preparing <u>each</u> task?

10. Did that amount of time seem reasonable? ☐ Yes ☐ No

11. Did you understand the Competency Progress Reports? ☐ Yes ☐ No

If not, why not?

12. Do the tasks (Community Awareness, Personal and Family Health, Occupational Preparedness, Personal and Social Awareness, Consumer Awareness and Consumer Decision Making) reflect real adult life situations? ☐ Yes ☐ No

13. What other competency areas do you think should be added?

14. What competency areas should be deleted?

15. Were the 64 competencies a reasonable and worthwhile evaluation of your knowledge and skill? ☐ Yes ☐ No

16. What was your individual assessment area?

17. Did this assessment accurately reflect your individual skill? ☐ Yes ☐ No

C.

1. Based on information you received, was the program what you expected? ☐ Yes ☐ No

2. Did you find the requirements reasonable? ☐ Yes ☐ No

3. What areas of the program were too difficult?

4. What areas of the program were too easy?

5. Were you comfortable with the office atmosphere? ☐ Yes ☐ No

6. Were staff members:

   a. Readily available? ☐ Yes ☐ No

   b. Fair and courteous? ☐ Yes ☐ No

   c. Sensitive to your needs? ☐ Yes ☐ No

   d. Knowledgeable about the program? ☐ Yes ☐ No

7. Were the hours convenient? ☐ Yes ☐ No

   What times would have been more convenient?

8. Were the days convenient? ☐ Yes ☐ No

What days would have been more convenient?

9. Was the location easily accessible? ☐ Yes ☐ No

What would be a more convenient location?

10. How would you rate the overall program on a scale of 1-5?

1-Excellent ____

2-Good ____

3-Average ____

4-Fair ____

5-Poor ____

11. What are the program's strengths?

12. What are the program's weaknesses?

13. What program modifications would you suggest?

14. Have you recommended the program to others?

☐ Yes ☐ No

15. Of all the options available for high school completion, would you still choose EHSDP?

☐ Yes ☐ No

If no, why not?

16. Was the absence of fees an important factor in your decision to enter the program?

☐ Yes ☐ No

17. Would you have entered this program if there were a fee?

☐ Yes ☐ No

18. If it were necessary to charge a fee, what amount would be reasonable and practical?

D.

1. In what ways has your diploma been of most value to you?

2. How did your family and friends react to your diploma?

3. Which of the following resulted from your participation in the EHSD Program?

Personal satisfaction ____

More positive self-image ____

Increased self-confidence ____

Attitudinal change ____

Family respect ____

4. Which of the following skills improved as a result of your involvement in EHSDP?

Math ____

Reading ____

Writing ____

Health knowledge ____

Occupational knowledge ____

Consumer practices ____

Use of community resources ____

5. Have you enrolled in any additional courses since acquiring the diploma? ☐ Yes ☐ No

If yes, what courses?

Where?

Which courses did you complete?

6. Have you applied for formal admission to an educational institution (such as vocational, technical school, college or university) since receiving your diploma? ☐ Yes ☐ No

If yes, where?

(If the answer to question 6 is no, go to question 9)

7. Have your transcripts been accepted by admissions offices? ☐ Yes ☐ No

8. Did acquiring a diploma facilitate entrance into these training or educational programs? ☐ Yes ☐ No

9. If you have not pursued an educational program, do you have any future plans to do so? ☐ Yes ☐ No

   If yes, what are your future plans?

10. What is your current occupation?

11. Did acquiring the diploma result in any of the following?

    New employment ____ Job change ____

    Salary increase ____ No change ____

    Promotion ____

12. Since graduation, have you applied for a new job which required a high school diploma? ☐ Yes ☐ No

13. If yes, have prospective employers asked to review your transcripts? ☐ Yes ☐ No

14. Do you feel this diploma has the same value to you as a diploma earned through a traditional high school program? ☐ Yes ☐ No

    If no, in what ways is it not as valuable?

14. How well do the 64 competencies relate to things you do in adult life?

	Closely related	Somewhat related	Not related
A. Communication			
1. Read materials from daily life; identify component parts.			
2. Listen to taped presentation; identify component parts.			
3. Listen to taped presentation; identify and describe elements of inflection and bias used to manipulate listener.			
4. View: identify and describe effect of visual stimuli.			
5. View: identify non-verbal messages communicated by visual stimuli.			
6. View: identify inferences from captionless materials.			
7. Write an organized paragraph with main ideas, supporting details and conclusion.			
8. Write a set of directions with five consecutive steps.			
9. Speak, giving a short talk on selected topic.			
B. Computation			
10. Add whole numbers.			
11. Subtract whole numbers.			
12. Multiply whole numbers.			
13. Divide whole numbers.			
14. Add decimals.			
15. Subtract decimals.			

	Closely related	Somewhat related	Not related
16. Multiply decimals.			
17. Divide decimals.			
18. Compute percentage.			
19. Compute area.			
20. Add dollars and cents.			
21. Subtract dollars and cents.			
22. Multiply dollars and cents.			
23. Divide dollars and cents.			
24. Estimate cost in dollars and cents.			
25. Interpret charts and graphs and/or scale drawings: obtain information, draw conclusion.			
26. Make gross estimates in fractions and percentages from graphic representation.			
C. Self-Awareness			
Decision Making			
27. Apply decision-making process by solving a problem.			
28. Identify own values and goals.			
29. Identify own roles.			
30. Identify own needs.			

	Closely related	Somewhat related	Not related
Aesthetic Expression			
31. Show awareness of art in everyday living.			
32. React to or create art.			
33. React to a live performance (concert, theatre or musical theatre).			
34. Identify uses of music to manipulate emotions.			
Health and Safety			
35. Exercise responsibility for own health and that of family.			
36. Identify negative effects of major health threats.			
37. State preventative techniques, symptoms and causes of major disease.			
D. Social Awareness			
38. Collect community resources.			
39. Compare community resources.			
40. Use community resources.			
41. Locate geographical names and places on a map.			
42. Estimate time and distance.			
43. State a contribution of two different cultures to American life.			
44. Use history (past events) in making decisions and/or plans.			

	Closely related	Somewhat related	Not related
45. Exercise rights and responsibilities of citizenship.			
46. Function within a group.			
47. State the effects of one group on another group.			
E. Consumer Awareness			
48. Apply decision-making process to comparative shopping.			
49. Describe sources of consumer information.			
50. Distinguish between fact and opinion in everyday consumer practice.			
51. Initiate the process for registering a consumer complaint regarding goods and/or services.			
52. Compare sources of consumer credit in making a purchase decision.			
F. Scientific Awareness			
53. Read scale on standard measuring device.			
54. Solve simple equations.			
55. Convert measurements.			
56. Classify information.			
57. Differentiate between observations and conclusions.			
58. State the relationship between the individual and the environment.			

	Closely related	Somewhat related	Not related
G. Occupational Preparedness			
59. Identify own vocational interests and aptitudes.			
60. Locate and classify information about job choices in local community.			
61. Compare various occupations.			
62. Identify characteristics of a good worker.			
63. Prepare portfolio for job application.			
64. Define payroll deduction terms.			

APPENDIX D

Termination Questionnaire

EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM

TERMINATION QUESTIONNAIRE

INFORMED CONSENT

This is (name of person conducting the interview) from Waukesha County Technical Institute. I am gathering information which is to be used in evaluating the External High School Diploma Program. This evaluation project is a joint effort by the University of Wisconsin-Milwaukee and Waukesha County Technical Institute. Because you were involved in the program, you are in a unique position to provide information which will help us to determine the effectiveness of the program.

If you choose to participate, I have a list of questions which will take approximately twenty minutes to answer. Your responses to these questions will be confidential and you will not be identified in any way. Your participation in this project is entirely voluntary and you are not obligated tc participate. If you desire to discontinue during any part of the interview you may do so; the information collected from you up to that point would be destroyed if you so desire. However, it would be highly beneficial to the External High School Diploma Program, in terms of future improvements, to find out your perceptions of the program.

After this interview has been completed, I will be happy to answer questions which you may have, or for further information concerning the project, you may contact Dr. Wanda Hole at the University of Wisconsin-Milwaukee, 414-963-4995.

This project has been reviewed by the University of Wisconsin's Institutional Review Board for the Protection of Human Subjects. If you have any complaints about your participation in this study please contact Dr. William K. Hoffman, Vice-Chairman of the Board, Graduate School, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201, phone 414-963-5120.

Your informed consent to particpate in this evaluation project will be demonstrated by answering the interview questions.

EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM

FOLLOW-UP QUESTIONNAIRE FOR TERMINATIONS

DEMOGRAPHIC DATA

(Note to interviewer: Information requested is at time of entry into the External High School Diploma Program.)

1. Sex

___Male
___Female

2. Age

___18-20
___21-30
___31-40
___41-50
___51-60
___61-70
___Over 70

3. Ethnic Background

___Black
___White
___Hispanic
___Native American
___Other _____
specify

4. Residence (Name of):

City, town, etc.

_____

School district

_____

5 Marital Status

___Single
___Married
___Divorced
___Widowed
___Separated

6. Total Family Income

___Under 8,000
___8,000-15,000
___15,000-20,000
___20,000-30,000
___Over 30,000

7. Respondent's Income

___None
___Under 8,000
___8,000-15,000
___15,000-20,000
___20,000-30,000
___Over 30,000

8. Number of Dependents

_____

9. Education

a. Highest grade completed at time of entry

___Below 8th grade
___8th
___9th
___10th
___11th
___12th
___Unknown

b. List other schooling prior to entering the External High School Diploma Program

Class	Date

c. Did you take any part of the G.E.D. exam prior to entering the program? ☐ Yes ☐ No

If answer is yes, which of the sections?

	Taken	Passed
Mathematics		
English		
Literature		
Social Studies		
Science		

Awarded G.E.D. Certificate

Date

10. Occupation

Occupation at time of Program Entry

Number of Years Employed in above occupation

PROGRAM DATA

1. What was the primary reason for entering the External High School Diploma Program?

2. How did you learn about the program?

____Newspaper ____Friend

____Radio ____Family Member

____Poster ____EHSDP Staff

____Brochure ____Community Agency

____WCTI Staff ____Other _____
specify

3. Were you adequately prepared in the basic skills (math, reading and writing) before enrolling in the program?

☐ Yes ☐ No

4. What was your reason for discontinuing the program?

5. During what phase of the program did you terminate?

____Diagnosis

____Assessment

6. Were program requirements clearly and completely explained to you? ☐ Yes ☐ No

7. Did you find the requirements reasonable? ☐ Yes ☐ No

8. When you entered the program, were your expectations different from what you encountered? ☐ Yes ☐ No

   (if response is yes, ask)

   In what way?

9. Were staff members:

   a. readily available ☐ Yes ☐ No

   b. fair and courteous ☐ Yes ☐ No

   c. sensitive to your needs ☐ Yes ☐ No

   d. knowledgeable about the program ☐ Yes ☐ No

10. What did you like about the program?

11. What did you dislike about the program?

12. How could the program be changed to better meet your needs?

13. Did the program have any value for you? ☐ Yes ☐ No

(if response is yes, ask)

Explain

14. Was the absence of fees an important factor in your decision to enter the program? ☐ Yes ☐ No

15. Would you have entered this program if there were a fee? ☐ Yes ☐ No

16. If it were necessary to charge a fee, what amount would be reasonable and practical?

17. Would you recommend the External High School Diploma Program to anyone? ☐ Yes ☐ No

Have you? ☐ Yes ☐ No

18. Would you at any time consider reentering the External High School Program? ☐ Yes ☐ No

19. Since terminating the External High School Diploma Program have you <u>investigated</u> any other high school completion program? ☐ Yes ☐ No

(if response is yes, ask which program)

___G.E.D.

___Adult High School

___Other _____
specify

20. Have you <u>enrolled</u> in any other high school completion program? ☐ Yes ☐ No

(if response is yes, ask)

What program?

Why did you choose this program?

Have you completed the program? ☐ Yes ☐ No

(if response is yes, ask)

Date of completion? _____

21. Have you enrolled in any other educational courses or programs? ☐ Yes ☐ No

If yes, what programs?

APPENDIX E

Inquirer Questionnaire

EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM

INQUIRER QUESTIONNAIRE

INFORMED CONSENT

This is (name of person conducting the interview) from Waukesha County Technical Institute. I am gathering information which is to be used in evaluating the External High School Diploma Program. This evaluation project is a joint effort by the University of Wisconsin-Milwaukee and Waukesha County Technical Institute. Because you were interested in the External High School Diploma Program, you are in a unique position to provide information which will help us to determine the usefulness of the services of the program.

If you choose to participate, I have a list of questions which will take approximately twenty minutes to answer. Your responses to these questions will be confidential and you will not be identified in any way. Your participation in this project is entirely voluntary and you are not obligated to participate. If you desire to discontinue during any part of the interview you may do so; the information collected from you up to that point would be destroyed if you so desire. However, it would be highly beneficial to the External High School Diploma Program, in terms of future improvements, to find out your perceptions of the services of the program.

After this interview has been completed, I will be happy to answer questions which you may have, or for further information concerning the project you may contact Dr. Wanda Hole at the University of Wisconsin-Milwaukee, 414-963-4995. This project has been reviewed by the University of Wisconsin's Institutional Review Board for the Protection of Human Subjects. If you have any complaints about your participation in this study please contact Dr. William K. Hoffman, Vice-Chairman of the Board, Graduate School, University of Wisconsin-Milwaukee, P.O. Box 413, Milwaukee, WI 53201, phone 414-963-5120.

Your informed consent to participate in this evaluation project will be demonstrated by answering the interview questions.

EXTERNAL HIGH SCHOOL DIPLOMA PROGRAM

FOLLOW-UP QUESTIONNAIRE FOR INQUIRERS

DEMOGRAPHIC DATA

(Note to interviewer: the information requested is at the time of inquiry)

1. Sex

___Male
___Female

2. Age

___18-20
___21-30
___31-40
___41-50
___51-60
___61-70
___Over 70

3. Ethnic Background

___Black
___White
___Hispanic
___Native American
___Other_____
specify

4. Residence (name of):

City, town, etc.

_____

School district

_____

5. Marital Status

___Single
___Married
___Divorced
___Widowed
___Separated

6. Total Family Income

___Under 8,000
___8,000-15,000
___15,000-20,000
___20,000-30,000
___Over 30,000

7. Respondent's Income

___None
___Under 8,000
___8,000-15,000
___15,000-20,000
___20,000-30,000
___Over 30,000

8. Number of Dependents

_____

9. Education

a. Highest grade completed at time of inquiry

___Below 8th grade
___8th
___9th
___10th
___11th
___12th
___Unknown

b. List other schooling at time of inquiry

_____ _____
Class Date

_____ _____
Class Date

c. Did you take any part of the G.E.D. exam prior to inquiry about the program? ☐ Yes ☐ No

If answer is yes, which of the sections?

	taken	passed
Mathematics	_____	_____
English	_____	_____
Literature	_____	_____
Social Studies	_____	_____
Natural Science	_____	_____

Awarded G.E.D. Certificate?

_____
Date

10. Occupation

Occupation at time of Program Inquiry

_____

Number of Years employed in above occupation

_____

PROGRAM DATA

1. What was the primary reason for investigating the External High School Diploma Program?

2. How did you learn about the program?

____Newspaper	____Friend
____Radio	____Family member
____Poster	____EHSDP Staff
____Brochure	____Community Agency
____WCTI Staff	____Other _____ (Specify)

3. How did you contact the program?

____Phone

____Mail

____Walk-in

4. Was adequate information provided at the time you inquired about the program? ☐ Yes ☐ No

(if response is no, ask)

What other information did you need?

5. Did you attend an information session? ☐ Yes ☐ No

6. Were you eligible for the program? ☐ Yes ☐ No

(if response is no, ask)

For which of the following reasons?

____Age

____Residence

____Individual Skill

7. Why did you choose not to enroll in the program?

8. Would you, at any time, reconsider enrolling in the External High School Diploma Program? ☐ Yes ☐ No

If yes, under what conditions?

9. How could the program be changed to better meet your needs?

10. Have you investigated alternative high school completion programs? ☐ Yes ☐ No

(If yes, ask which program)

____ GED

____Adult High School

____Other _____
specify

11. Have you enrolled in any other high school completion program? ☐ Yes ☐ No

(If response is yes, ask)

What program?

Why did you choose this program?

Have you completed the program? ☐ Yes ☐ No

(if response is yes, ask)

Date of completion?

12. Have you enrolled in any other educational courses or programs? ☐ Yes ☐ No

If yes, what programs?

Appendix F

Demographic Data Related to Graduates

Figure 1

Distribution of Graduates According to Sex and Age

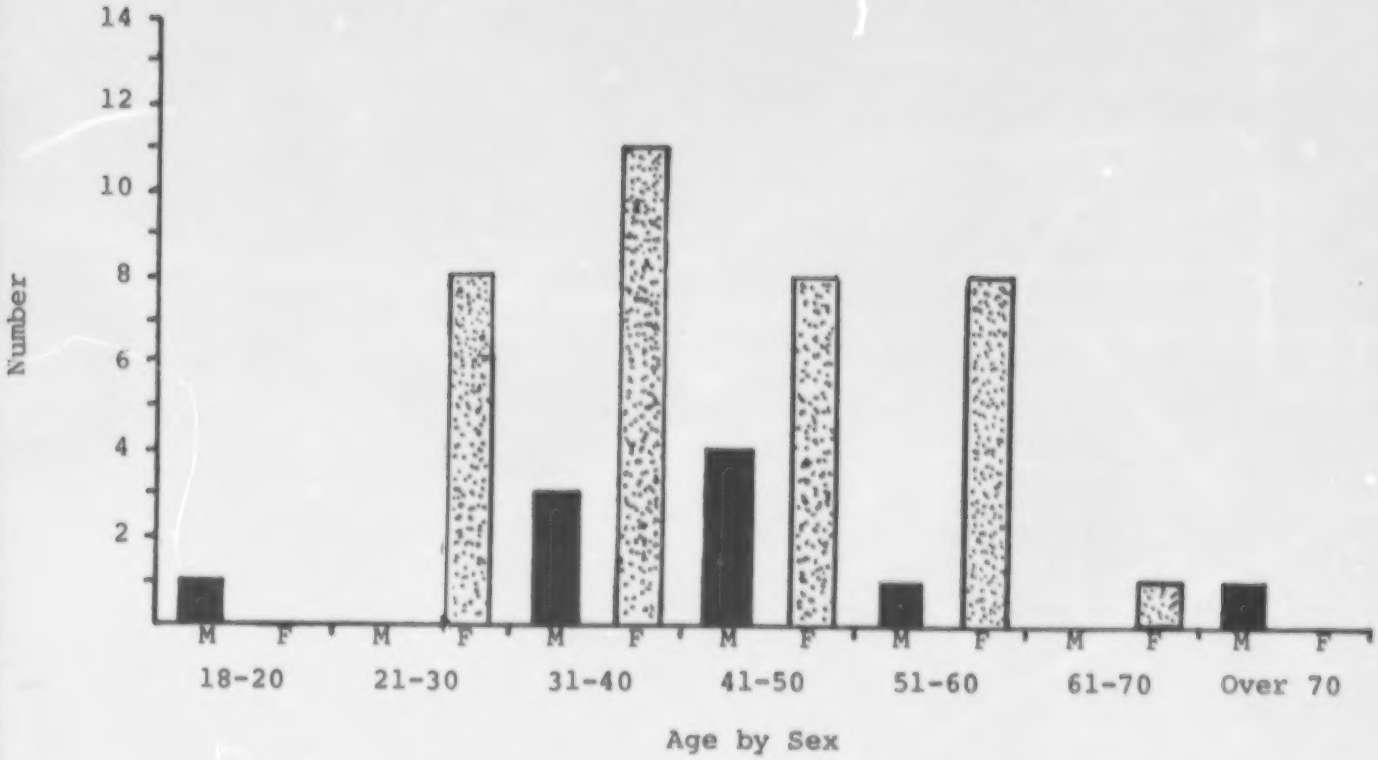


Table 1

Distribution of Graduates
According to Age

(N = 46)

Age	Number	Percent
18 - 20	1	2.2
21 - 30	8	17.4
31 - 40	14	30.4
41 - 50	12	26.1
51 - 60	9	19.6
61 - 70	1	2.2
Over 70	1	2.2

Table 2

Distribution of Graduates Surveyed
According to Racial Background
by Number and Percent

Racial Background	No.	Percent
White	42	91.3
Hispanic	1	2.2
Native American	1	2.2
Other	2	4.3
Total	46	100.0

Figure 2

Residential Distribution of Graduates
by Number and Percent

(Total Number = 46)

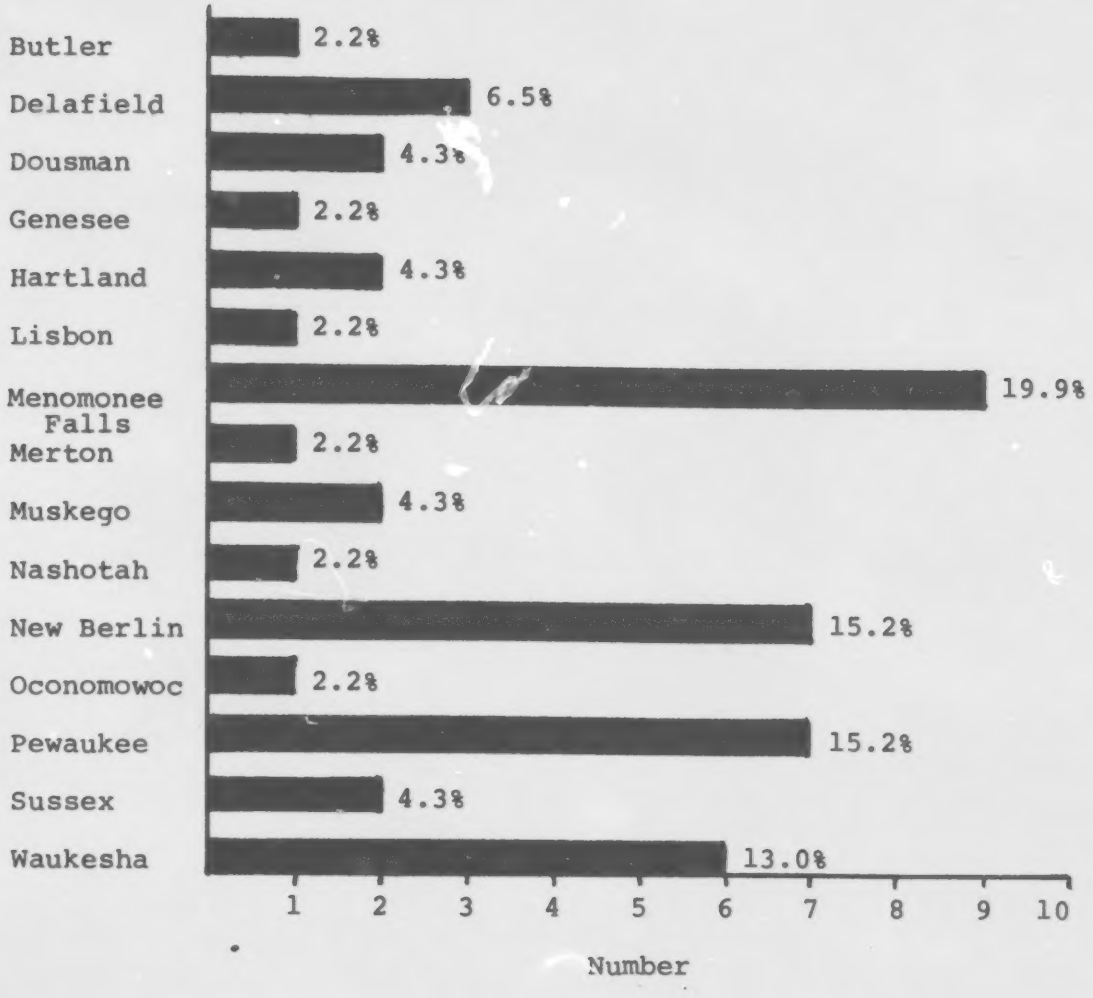


Figure 3

Distribution of Graduates
According to School District
by Number and Percent

(Total Number = 46)

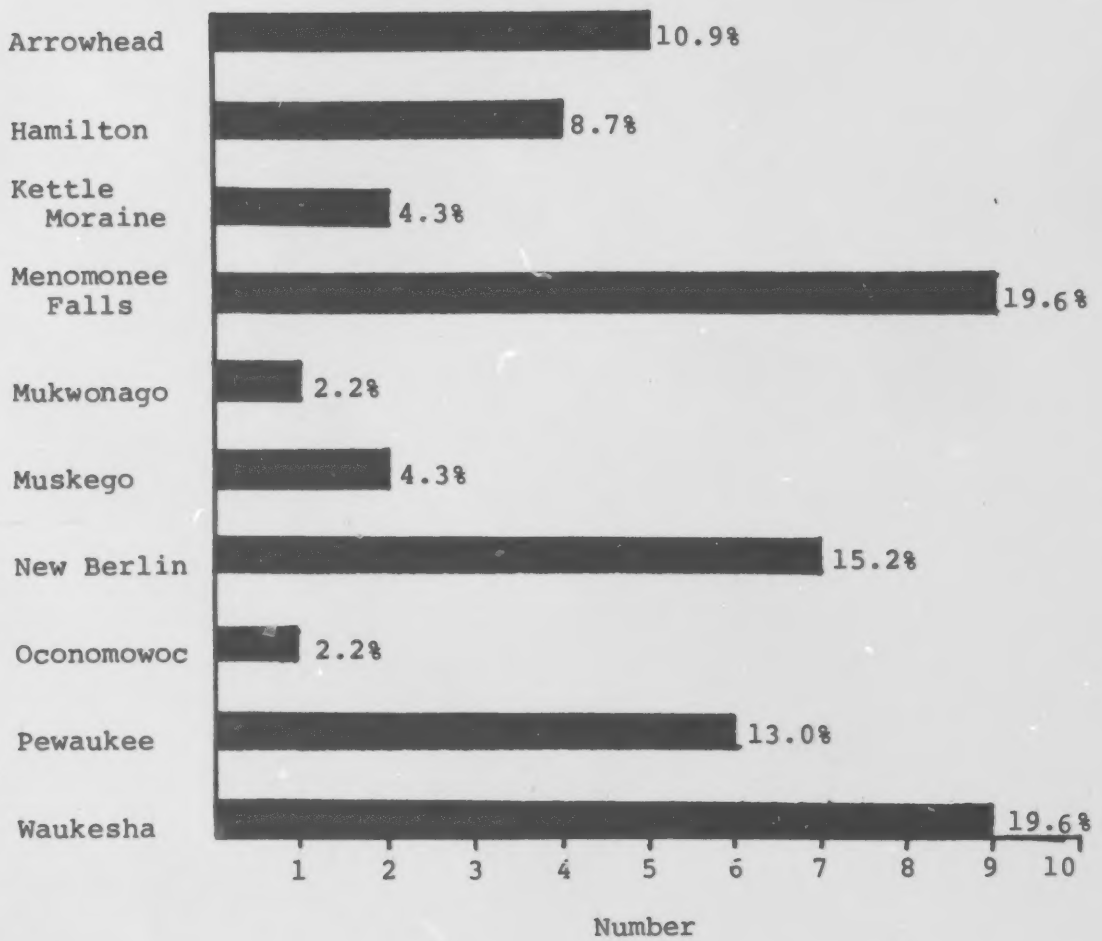


Table 3

Distribution of Graduates Surveyed
by Marital Status

Marital Status	Number	Percent
Single	2	4.3
Married	42	91.3
Widowed	1	2.2
Separated	1	2.2
Total	46	100.0

Figure 4

Distribution of Graduates
According to Family Income

(Total Number = 46)

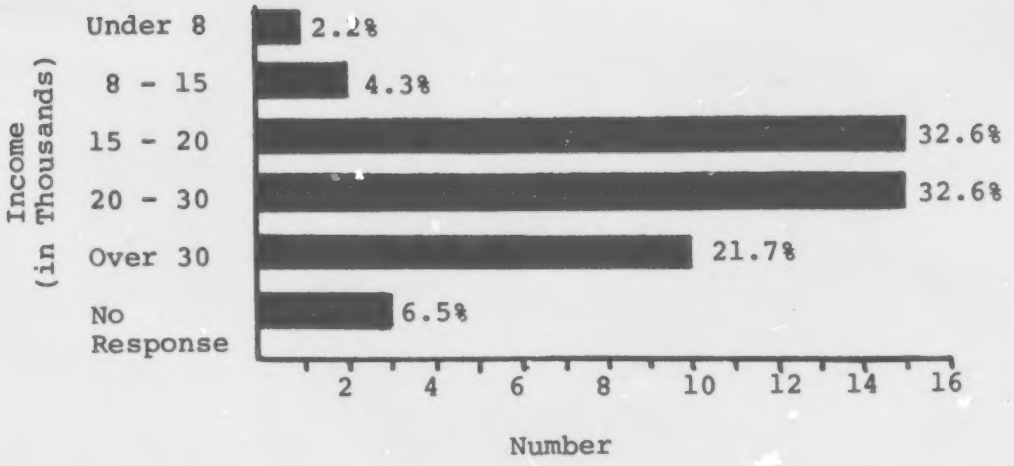


Figure 5

Distribution of Graduates
According to Respondent's Income

(Total Number = 46)

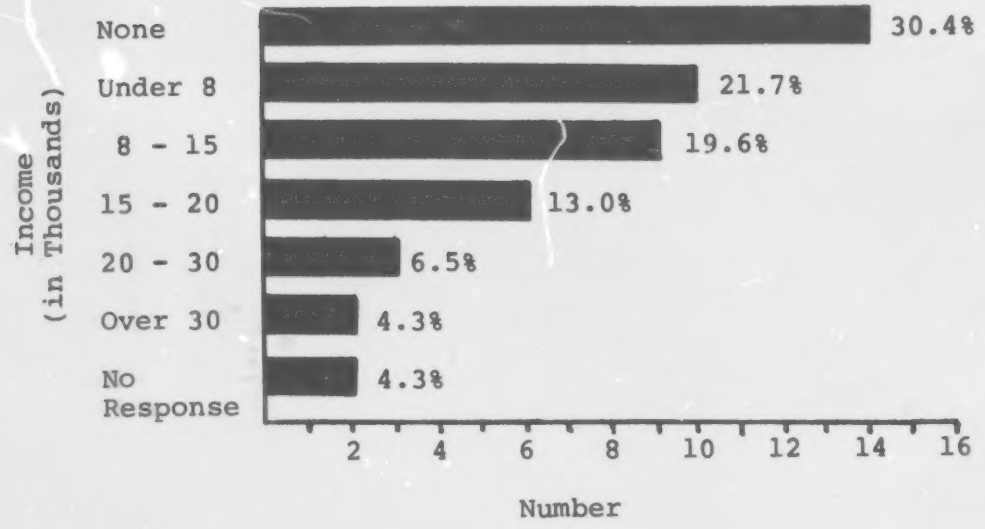
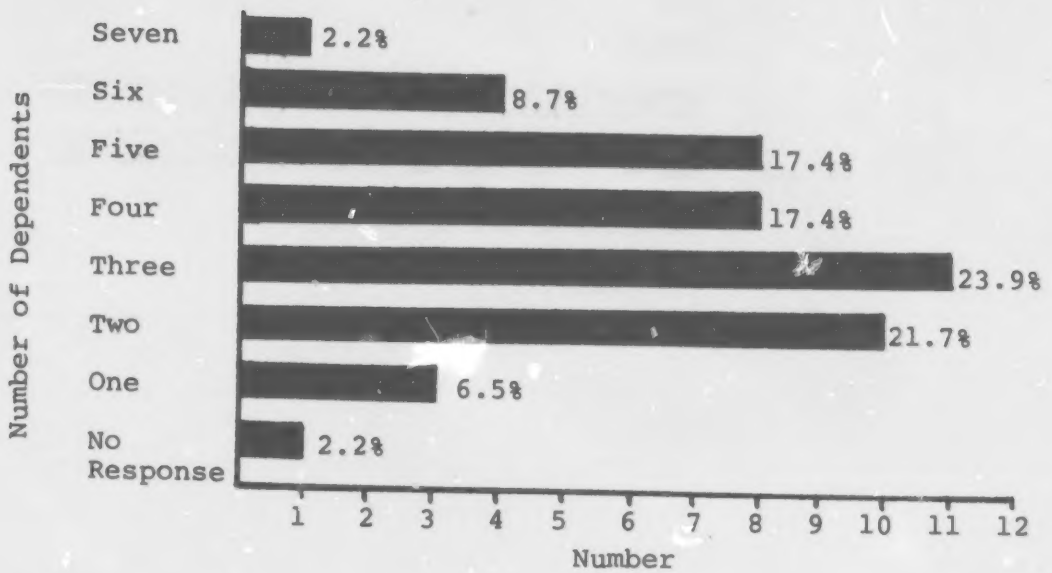


Figure 6

Distribution of Graduates
According to Number of Dependents*



*Note: Number of dependents includes graduate and/or spouse.

Figure 7

Distribution of Graduates
According to Grade of School Completed
at Time of Entry into the External High School
Diploma Program

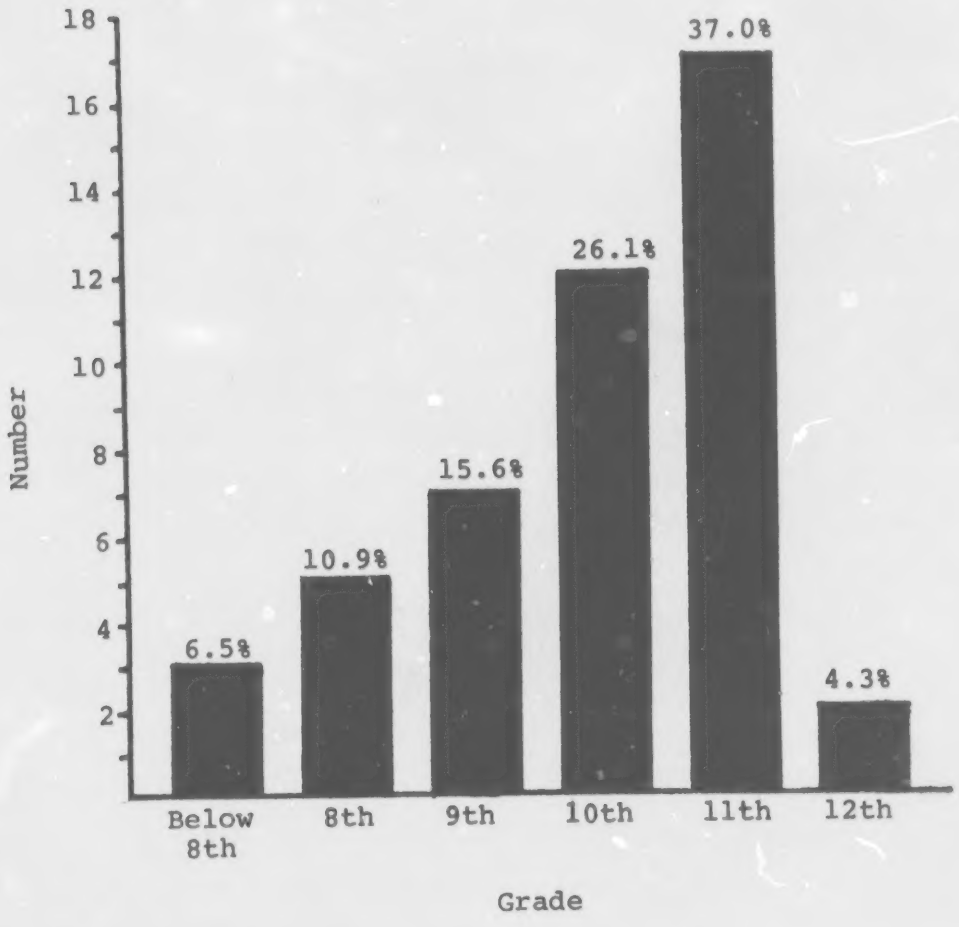


Table 4

Distribution of Graduates
According to Other Schooling Prior to
Entering the External High School Diploma Program

	Number	Percent
Enrolled in other courses	23	50
No additional courses	23	50
Total	46	100

Table 5

Graduates' Schooling
Prior to Entry into EHSDP

Schooling	Year
GED preparation course	1971
Many general improvement courses	1951 on
Typing/Clerical	1950's
Beauty School	1962
Nursing Assistant	1973, 1976
Electronics School in Army	1960
Math correspondence course	1961
Solid State Electronics	1977
Job related courses	Over the years
Tailoring	1976
Cashiering	1976
English as a second language	1973
Pre-employment	1975
Accounting and related subjects	1930's - 1960's
Algebra, Trigonometry	"
Poetry	"
General Science	1971
History	1971
Vocational school classes	1957
Apprenticeship	1962
LPN training	1958
Young Child 1 & 2	1975-6
Billing Administration	
High School English	1965
High School Math	1965
Technical diesel technology	1966
Job-related specialized training	1968-73
Bakery	1967
Business Management	1967
Religious based education	1965-78
Business College	1946
Craft courses	1960's - 1970's

Figure 8

Distribution of Graduates
by GED Examination

(Total Number = 46)

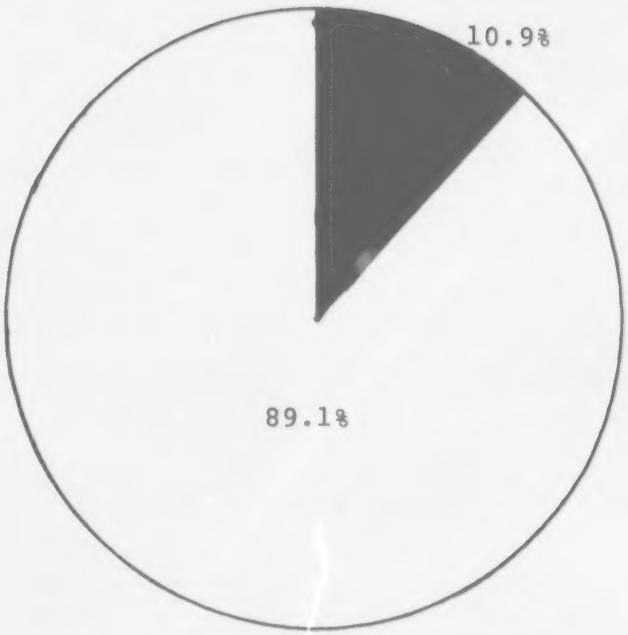


Table 6

Number of GED Sections
Taken and Passed
Prior to Entering External
High School Diploma Program

(N = 5)

GED Sections	Number Taken	Number Passed	Uncertain
Mathematics	3	3	2
English	3	3	2
Literature	3	3	2
Social Studies	3	3	2
Natural Science	3	3	2

Table 7

Distribution of Graduates
According to Occupational Categories
at Time of Entry into
External High School Diploma Program

Occupation	Number	Percent of Total Graduates
Professional, Technical and Managerial Occupations		
Administrative Assistant	1	
Dental Assistant	1	
Licensed Practical Nurse	1	
Park Supervisor	1	
Sales Manager	1	
Teacher Aid	2	
Total	7	15.4
Clerical, Sales Occupations		
Aisle Attendant/foodstore	1	
Cashier	1	
Claim Service Representative	1	
Customer Assistant	1	
Inventory Clerk	1	
Sales person	1	
Secretary	1	
Supervisor	1	
Total	8	17.4
Service Occupations		
Baker	1	
Cleaning	2	
Total	3	6.5

(cont.)

Table 7

(continued)

Occupation	Number	Percent of Total Graduates
Machine Trades Occupations		
Diesel Mechanic	1	
Electronic Technician	1	
Iron Worker	1	
Machine Operator	1	
Total	4	8.7
Bench Work Occupations		
Assembler	1	
Total	1	2.2
Structural Work Occupations		
Maintenance	1	
Welder	1	
Total	2	4.3
Miscellaneous Occupations		
Order Filler	1	
Packer	1	
Total	2	4.3
Homemaker	15	32.6
Unemployed	2	4.3
Retired	2	4.3
Total of All Categories	46	100.0

Table 8
Distribution of Graduates
According to Years of Employment
in their Current Occupation

Number of Years	Number	Percent
Under 1 year	3	6.6
1 - 4 years	4	8.7
5 - 9 years	4	8.7
10 - 14 years	7	15.2
15 - 19 years	4	8.7
Over 19 years	6	13.0
No Response	18	39.1
Total	46	100.0

APPENDIX G

Relationship of 64 Competencies
to What Graduates Do in Adult Life

Table 1

Relationship of 64 Competencies to Adult Life
Expressed in Number, Percentage, Mean Score

(The total number of responses to each of
the 64 competencies was 46)

Competency	1 Not Related		2 Somewhat Related		3 Closely Related		Mean
	No.	%	No.	%	No.	%	
A. Communication							
1) Read materials from daily life; identify component parts.	2	4.3	11	23.9	33	71.7	2.67
2) Listen to taped presentation; identify component parts.	11	23.9	15	32.6	20	43.5	2.19
3) Listen to taped presentation; identify and describe elements of inflection and bias used to manipulate listener.	7	15.2	18	39.1	21	45.7	2.30
4) View: identify and describe effect of visual stimuli.	4	8.7	21	45.7	21	45.7	2.36
5) View: identify non-verbal messages communicated by visual stimuli.	3	6.5	14	30.4	29	63.0	2.56

Table 1 (cont.)

Competency	1 Not Related		2 Somewhat Related		3 Closely Related		Mean
	No.	%	No.	%	No.	%	
6) View: identify inferences from captionless materials.	8	17.4	22	47.8	16	34.8	2.04
7) Write an organized paragraph with main ideas, supporting details and conclusion.	2	4.3	23	50.0	21	45.7	2.41
8) Write a set of directions with five consecutive steps.	6	13.0	10	21.7	30	65.2	2.52
9) Speak, giving a short talk on selected topic.	14	34.0	10	2.17	22	47.8	2.17
B. Computation							
10) Add whole numbers.	0	0	3	6.5	43	93.5	2.93
11) Subtract whole numbers.	2	4.3	1	2.2	43	93.5	2.89
12) Multiply whole numbers.	2	4.3	3	6.5	41	89.1	2.84
13) Divide whole numbers.	2	4.3	4	8.7	40	87.0	2.82
14) Add decimals.	7	15.2	10	21.7	29	63.0	2.47

Table 1 (cont.)

Competency	1 Not Related		2 Somewhat Related		3 Closely Related		Mean
	No.	%	No.	%	No.	%	
15) Subtract decimals.	8	17.4	10	21.7	28	60.9	2.43
16) Multiply decimals.	9	19.6	9	19.6	28	60.9	2.41
17) Divide decimals.	10	21.7	12	26.1	24	52.2	2.30
18) Compute percentage.	7	15.2	15	32.6	24	52.2	2.36
19) Compute area.	14	30.4	20	43.5	12	26.1	1.95
20) Add dollars and cents.	1	2.2	1	2.2	44	95.7	2.93
21) Subtract dollars and cents.	2	4.3	1	2.2	43	93.5	2.89
22) Multiply dollars and cents.	1	2.2	5	10.9	40	87.0	2.85
23) Divide dollars and cents.	3	6.5	6	13.0	37	80.4	2.73
24) Estimate cost in dollars and cents.	2	4.3	13	28.3	31	67.4	2.63
25) Interpret charts and graphs and/or scale drawings: obtain information, draw conclusion.	9	19.6	20	43.5	17	37.0	2.17
26) Make gross estimates in fractions and percentages from graphic representation.	16	34.8	19	41.3	11	23.9	1.89

Table 1 (cont.)

Competency	1 Not Related		2 Somewhat Related		3 Closely Related		Mean
	No.	%	No.	%	No.	%	
C. Self-Awareness							
Decision Making							
27) Apply decision-making process by solving a problem.	0	0	6	13.0	40	87.0	2.87
28) Identify own values and goals	1	2.2	10	27.7	35	76.1	2.74
29) Identify own roles.	3	6.5	4	8.7	39	84.8	2.78
30) Identify own needs.	1	2.2	11	23.9	34	73.9	2.71
Aesthetic Expression							
31) Show awareness of art in every-day living.	7	15.2	19	41.3	20	43.5	2.28
32) React to or create art.	8	17.4	20	43.5	18	39.1	2.21
33) React to a live performance (concert, theatre or musical theatre).	7	15.2	22	47.8	17	37.0	2.22

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Table 1 (cont.)

Competency	1 Not Related		2 Somewhat Related		3 Closely Related		Mean
	No.	%	No.	%	No.	%	
34) Identify uses of music to manipulate emotions.	7	15.2	20	43.5	19	41.3	2.26
Health and Safety							
35) Exercise responsibility for own health and that of family.	1	2.2	1	2.2	45	95.7	2.93
36) Identify negative effects of major health threats.	2	4.3	4	8.7	40	87.0	2.82
37) State preventative techniques, symptoms and causes of major disease.	1	2.2	9	19.6	36	78.3	2.76
D. Social Awareness							
38) Collect community resources.	5	10.9	21	45.7	20	43.5	2.33
39) Compare community resources.	5	10.9	21	45.7	20	43.5	2.33
40) Use community resources.	2	4.3	17	37.0	27	58.7	2.54
41) Locate geographical names and places on a map.	2	4.3	21	45.7	23	50.0	2.46

Table 1 (cont.)

Competency	1 Not Related		2 Somewhat Related		3 Closely Related		Mean
	No.	%	No.	%	No.	%	
42) Estimate time and distance.	4	8.7	11	23.9	31	67.4	2.59
43) State a contribution of two different cultures to American life.	15	32.6	16	34.8	15	32.6	2.00
44) Use history (past events) in making decisions and/or plans.	15	32.6	16	34.8	15	32.6	2.00
45) Exercise rights and responsibilities of citizenship.	1	2.2	11	23.9	34	73.9	2.71
46) Function within a group.	2	4.3	16	34.8	28	60.9	2.56
47) State the effects of one group on another group.	7	15.2	19	41.3	20	43.5	2.28
E. Consumer Awareness							
48) Apply decision-making process to comparative shopping.	1	2.2	9	19.6	36	78.3	2.75
49) Describe sources of consumer information.	1	2.2	14	30.4	31	67.4	2.65

Table 1 (cont.)

Competency	1 Not Related		2 Somewhat Related		3 Closely Related		Mean
	No.	%	No.	%	No.	%	
50) Distinguish between fact and opinion in everyday consumer practice.	1	2.2	12	26.1	33	71.1	2.70
51) Initiate the process for registering a consumer complaint regarding goods and/or services.	2	4.3	15	32.6	29	63.0	2.59
52) Compare sources of consumer credit in making a purchase decision.	3	6.5	15	32.6	28	60.9	2.54
F. Scientific Awareness							
53) Read scale on standard measuring device.	1	2.2	2	4.3	43	93.5	2.91
54) Solve simple equations.	3	6.5	13	28.3	30	65.2	2.59
55) Convert measurements.	2	4.3	13	28.3	31	67.4	2.63
56) Classify information.	2	4.4	16	35.6	27	60.0	2.56
57) Differentiate between observations and conclusions.	3	6.5	14	30.4	29	63.0	2.56

Table 1 (cont.)

Competency	1 Not Related		2 Somewhat Related		3 Closely Related		Mean
	No.	%	No.	%	No.	%	
58) State the relationship between the individual and the environment.	4	8.7	17	37.0	25	54.3	2.46
G. Occupational Preparedness							
59) Identify own vocational interests and aptitudes.	3	6.5	13	28.3	30	65.2	2.59
60) Locate and classify information about job choices in local community.	6	13.0	23	50.0	17	37.0	2.24
61) Compare various occupations.	5	10.9	21	45.7	20	43.5	2.33
62) Identify characteristics of a good worker.	1	2.2	7	15.2	38	82.6	2.80
63) Prepare portfolio for job application.	13	28.3	15	32.6	18	39.1	2.11
64) Define payroll deduction terms.	5	10.9	6	13.0	35	76.1	2.65

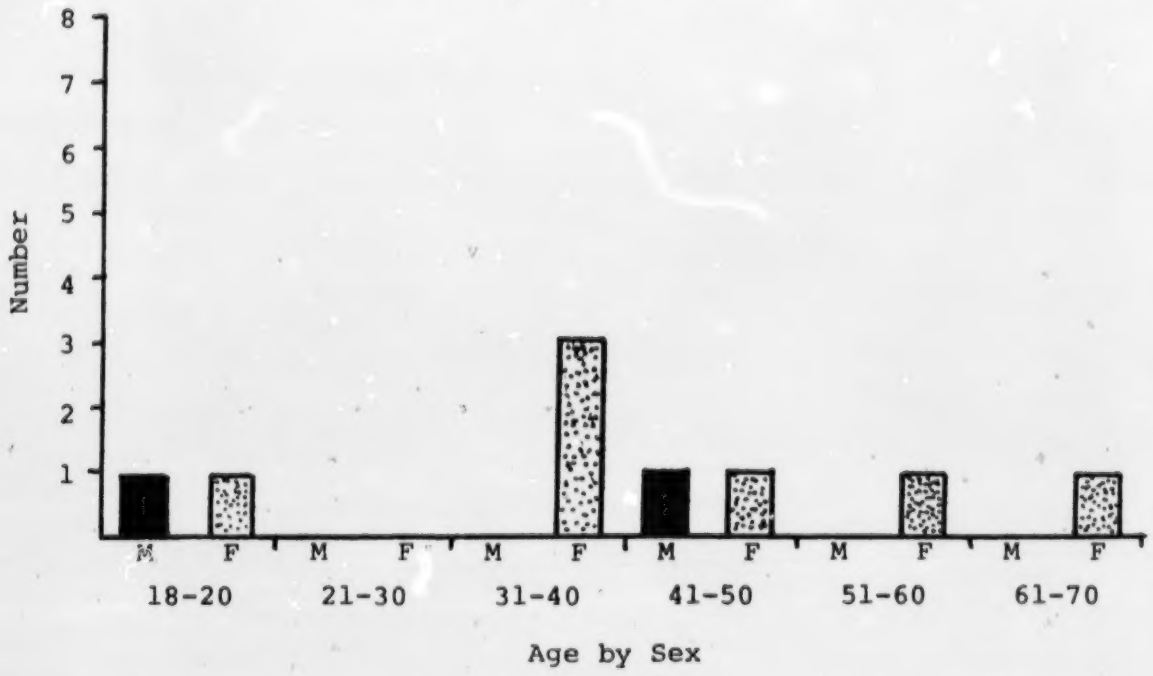
APPENDIX H

Demographic Data Related to Terminations

Figure 1

Distribution of Terminations
By Age and Sex

(N = 9)



Total Female = 7; Total Male = 2.

Table 1

Distribution of Terminations
According to Racial Background
by Number and Percent

Racial Background	Number	Percent
White	7	77.8
Native American	1	11.1
Other	1	11.1
Total	9	100.0

Table 2

Distribution of Terminations
According to Marital Status
by Number and Percent

Marital Status	Number	Percent
Single	2	22.2
Married	7	77.8
Total	9	100.0

Table 3

Residential Distribution of Terminations
By Number and Percent

Residence	Number	Percent
Menomonee Falls	3	33.3
Pewaukee	1	11.1
Nashotah	1	11.1
New Berlin	1	11.1
Dousman	1	11.1
Waukesha	1	11.1
Brookfield	1	11.1
Total	9	99.9

Table 4

Distribution of Terminations According
to School District by Number and Percent

School District	Number	Percent
Menomonee Falls	1	11.1
New Berlin	1	11.1
Hamilton-Sussex	2	22.2
Kettle Moraine	1	11.1
Elmbrook	1	11.1
Waukesha	2	22.2
Oconomowoc	1	11.1
Total	9	99.9

Figure 2

Distribution of Terminations
According to Family Income

(N = 9)

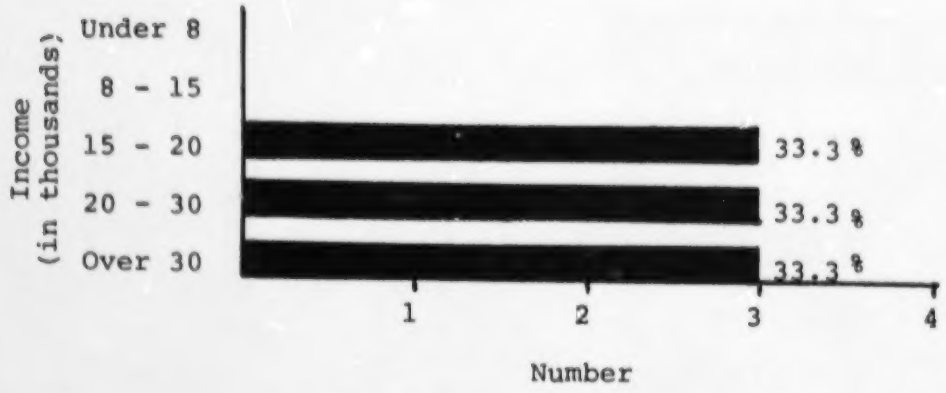


Figure 3

Distribution of Terminations
According to Respondent's Income

(N = 9)

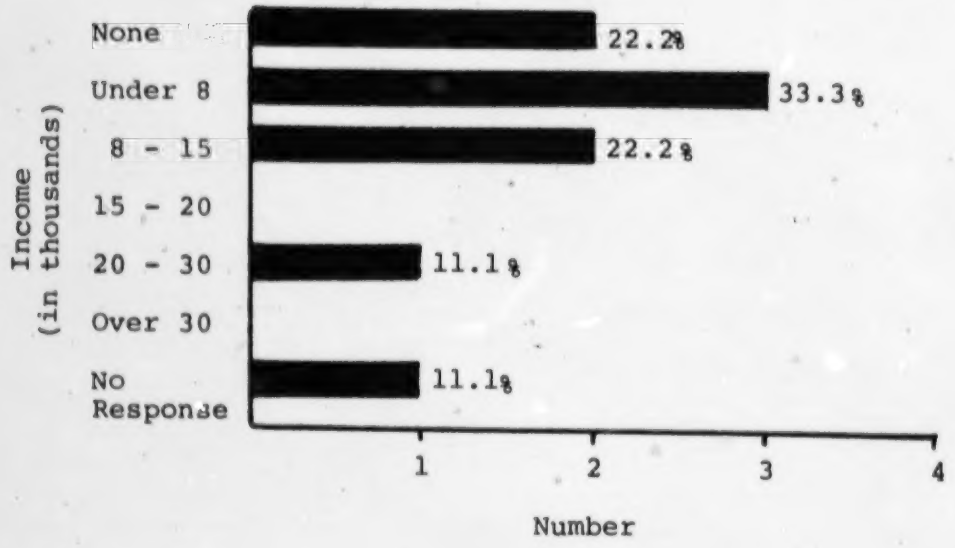
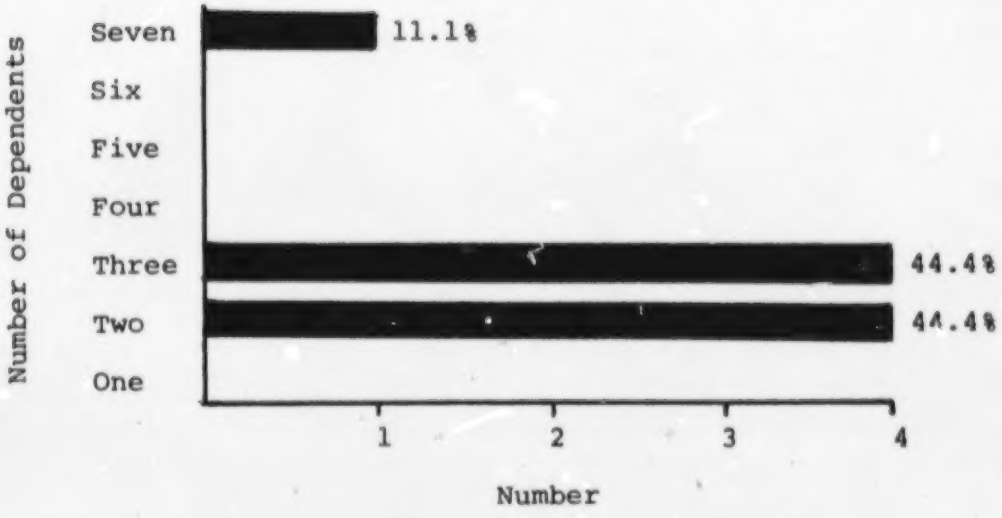


Figure 4

Distribution of Terminations
According to Number of Dependents*

(N = 9)



*Note: Number of dependents includes terminator and/or spouse.

Table 5

Distribution of Terminations
According to Grade of School Completed
at Time of Entry into
the External High School Diploma Program

Grade Completed	Number	Percent
Eighth	3	33.3
Ninth	0	0
Tenth	1	11.1
Eleventh	5	55.6
Twelfth	0	0
Total	9	100.0

Table 6

Distribution of Terminations
According to Other Schooling
Prior to Entering
the External High School Diploma Program

Enrolled in Other Courses	Number	Percent
Yes	4	44.4
No	5	55.6
Total	9	100.0

Table 7

Terminations' Schooling
Prior to Entry into EHSDP

Schooling	Year
Nursing-Medical Assistant	1967
X-ray	1959-60
Electrician apprentice (foreign country)	1946-50
Vocational School	1930-33
Graduate courses-American University & University of Maryland	1970-74
Genealogy courses	Early 1960's
Creative writing-business administration	

Figure 5

Distribution of Terminations
by GED Examination

(N = 9)

Table 8

Distribution of Terminations
According to Occupational Cateogries
at Time of Entry into
External High School Diploma Program

Occupation	Number	Percent of Total Graduates
Clerical Sales Occupations		
Cashier	1	
Receptionist	1	
Deli worker	1	
Total	3	33.3
Structural Work Occupations		
Carpenter	1	
Electrician	1	
Maintenance	1	
Total	3	33.3
Homemaker	2	22.2
Unemployed	1	11.1
Total of All Categories	9	99.9

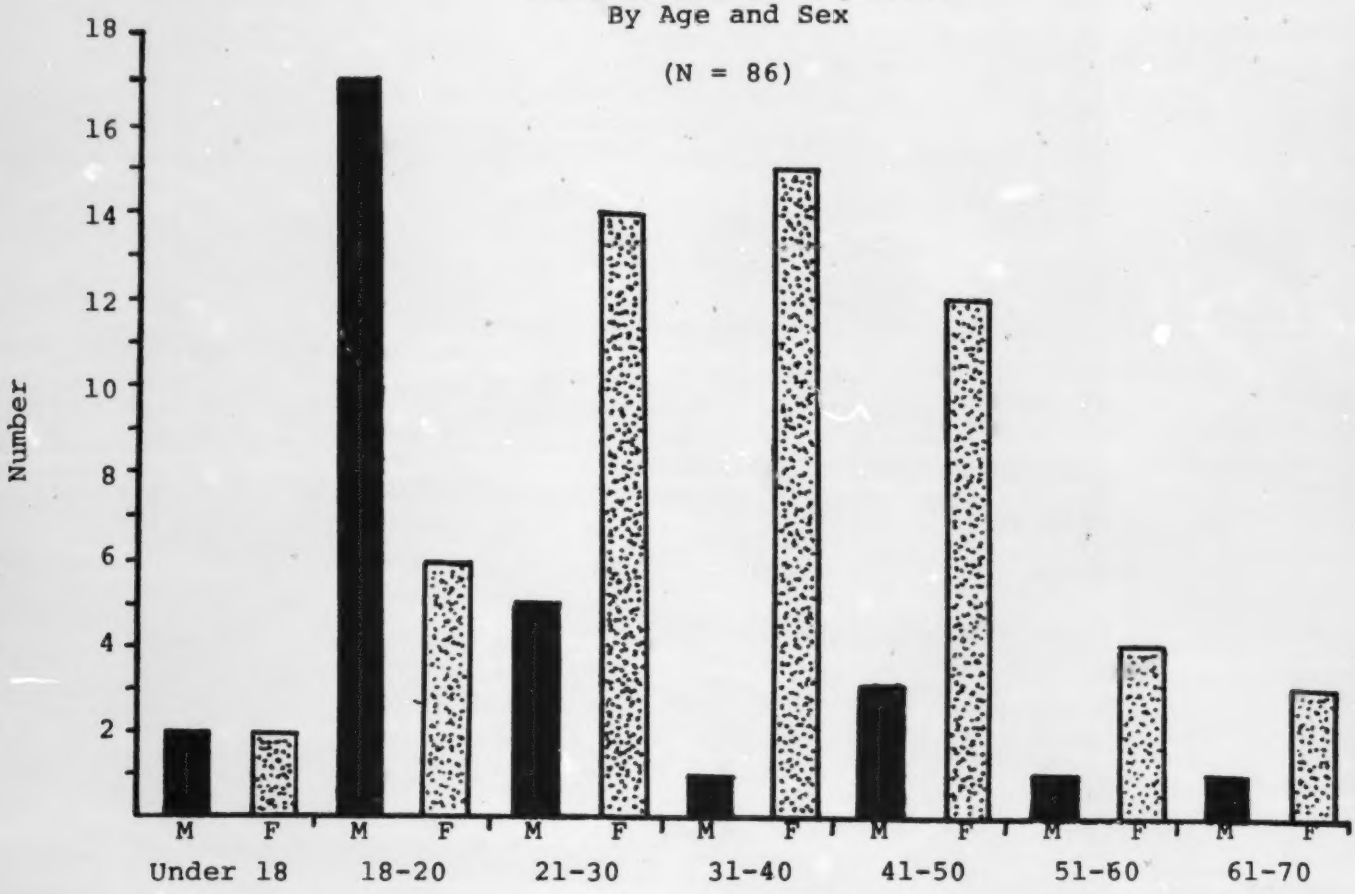
APPENDIX I

Demographic Data Related to Inquirers

Figure 1

Distribution of Inquirers
By Age and Sex

(N = 86)



Total Female = 56; Total Male = 30.

Table 1

Distribution of Inquirers
According to Racial Background
by Number and Percent

Racial Background	No.	Percent
Black	1	1.2
White	83	96.5
Native American	2	2.3
Total	86	100.0

Table 2

Distribution of Inquirers
According to Marital Status
by Number and Percent

Marital Status	No.	Percent
Single	27	31.4
Married	47	54.5
Divorced	4	4.7
Widowed	4	4.7
Separated	4	4.7
Total	86	100.0

Table 3

Residential Distribution of Inquirers
By Number and Percent

Residence	Number	Percent
Butler	3	3.4
Genesee	1	1.2
Hartland	4	4.7
Menomonee Falls	22	25.6
Muskego	2	2.3
Nashotah	1	1.2
New Berlin	3	3.4
Oconomowoc	5	5.8
Pewaukee	6	7.0
Sussex	3	3.4
Waukesha	12	14.0
Wauwatosa	1	1.2
Town of Summit	1	1.2
Germantown	3	3.4
Milwaukee	7	8.1
Brookfield	5	5.8
West Allis	2	2.3
Hubertus	1	1.2
Wind Lake	1	1.2
Elm Grove	1	1.2
Eagle	1	1.2
Ixonia	1	1.2
Total	86	100.0

Table 4

Distribution of Inquirers
According to School District
By Number and Percent

School District	Number	Percent
Arrowhead	4	4.7
Hamilton	8	9.3
Kettle Moraine	1	1.2
Menomonee Falls	20	23.2
Muskego	3	3.5
New Berlin	3	3.5
Oconomowoc	7	8.1
Pewaukee	3	3.5
Waukesha	13	15.1
Other	24	27.9
Total	86	100.0

Figure 2

Distribution of Inquirers
According to Family Income
(N = 86)

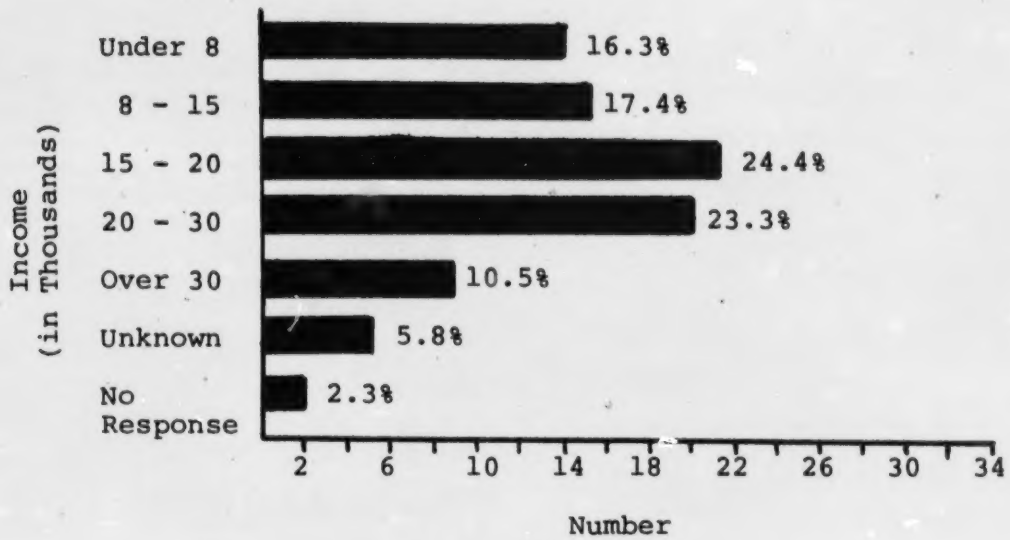


Figure 3

Distribution of Inquirers
According to Respondent's Income
(N = 86)

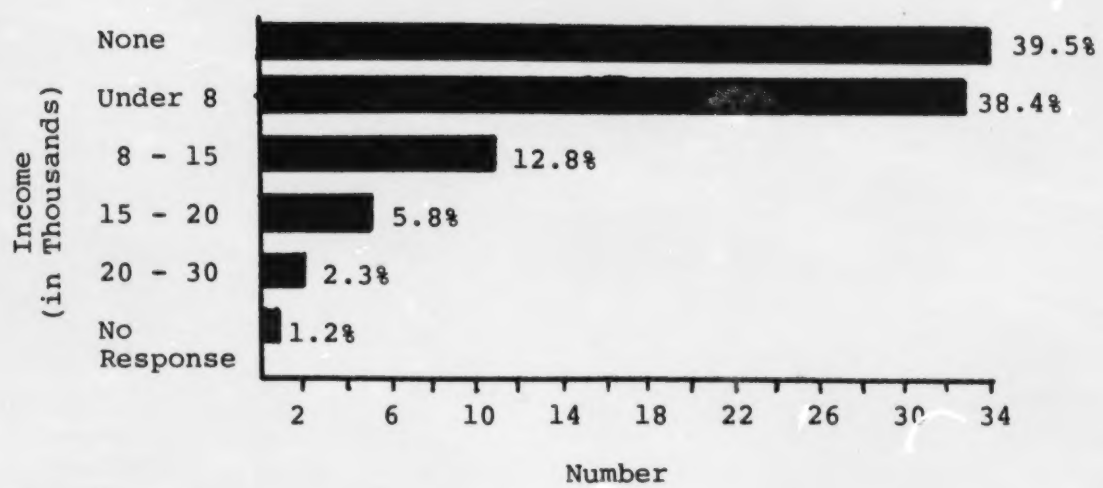
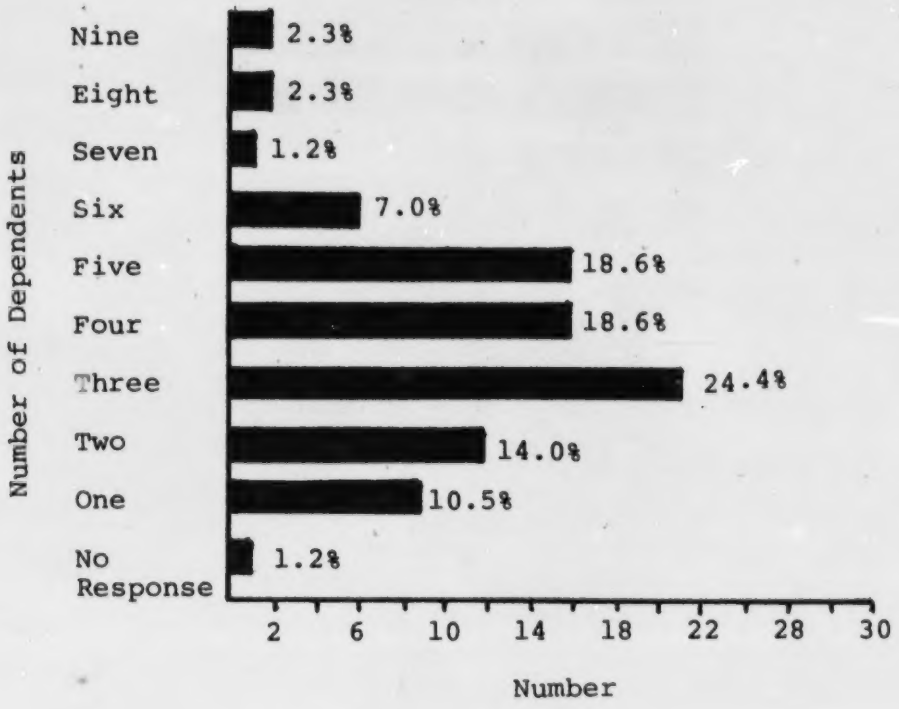


Figure 4

Distribution of Inquirers
According to Number of Dependents*

(N = 86)



*Note: Number of dependents includes inquirer and/or spouse.

Table 5

Distribution of Inquirers
According to Grade of School Completed
at Time of Inquiry

Grade Completed	No.	Percent
Eighth	10	11.6
Ninth	6	7.0
Tenth	27	31.4
Eleventh	38	44.1
Twelfth	4	4.7
No Response	1	1.2
Total	86	100.0

Table 6

Distribution of Inquirers
According to Other Schooling
at Time of Inquiry

Enrolled in Other Courses	No.	Percent
Yes	31	36.0
No	54	62.8
No Response	1	1.2
Total	86	100.0

Table 7

Inquirers' Schooling
Prior to EHSD Program Inquiry

Schooling	Year
Vocational School - Ohio	1974-5
L.A. Community College Police Training	1977
Typing-WCTI	1976 or 1977
Nursing Assistant	1973
Sewing-WCTI	1973
High School classes at Vocational School	1967
Typing	1977
Certified babysitter course-Pewaukee	1974
Typing-WCTI	1974
Beautician's School	1964
Secretarial School-Britain	1977
Driver's Education-WCTI	1977
High School classes-MATC	1979
Technical School-2 years	1945
Welding-WCTI	1978
Various subjects in Army	1976
Machine work-welding, steelwork	Over 30 years
Typing-Shorthand	1958
Typing-Calculating-WCTI	1973
Business College	1935
Spencerian College	1959
Beauty School	1957
Roofing Apprentice-WCTI	1976
Power Engineering-MATC	1976
Glazing Apprentice	1954-58
Started Typing-didn't finish	1968
Marquette Engineering course	1974
Bookkeeping	1973
Clerk-typist course-WCTI	1974
UW-certified in accounting	1955
UW-Waukesha (business administration)	1978-present
Secretarial and hobby courses	Through the years
Central Texas College-1 semester	1969
Technical School	1969
Clerical classes	1950-52
Pre-apprentice training	1972
Die making	1937-39
Beautician	1954

Figure 5

Distribution of Inquirers
by GED Examination

(N = 86)

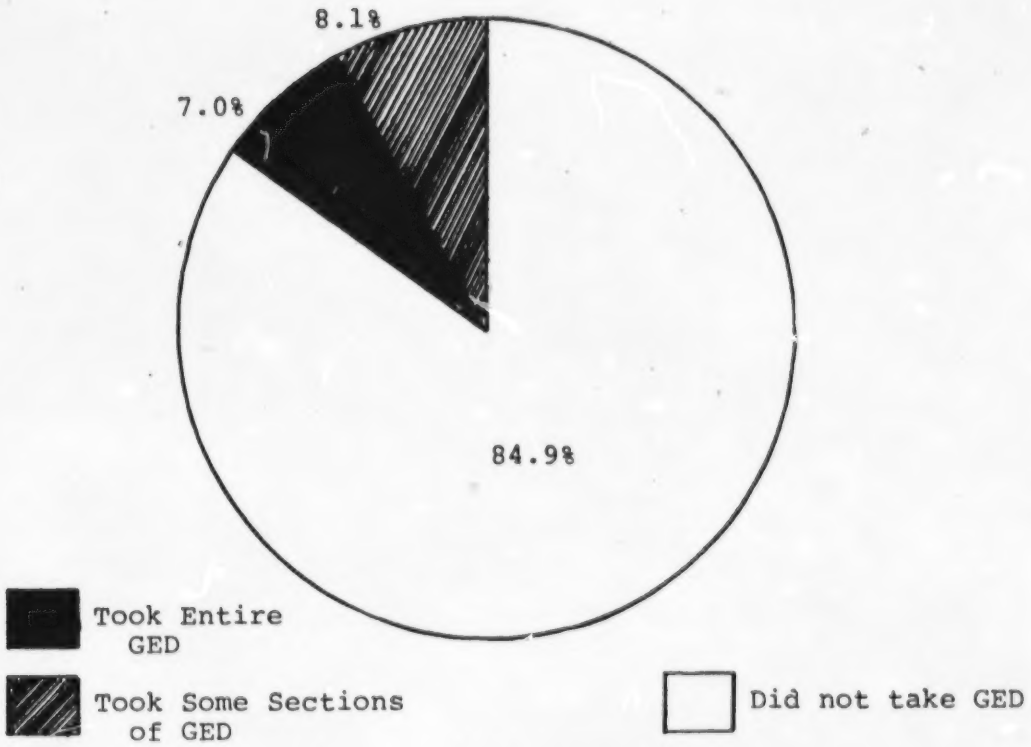


Table 8

Number of GED Sections
Taken and Passed

GED Test	Number Taken	Number Passed	Don't Know
Mathematics	9	6	1
English	11	7	2
Literature	12	8	2
Social Studies	6	6	0
Natural Science	7	7	0

Table 9

Distribution of Inquirers
According to Occupational Categories
at Time of Inquiry

Occupation	Number	Percent of Total Inquirers
Professional, Technical and Managerial Occupations		
Accountant	1	
Total	1	1.2
Clerical, Sales Occupations		
Cashier/checker	2	
Computer Operator	1	
Data Processing Supervisor	1	
Newspaper Delivery Driver	1	
Postal Clerk	1	
Reservations Clerk	1	
Sales Clerk	1	
Secretary	2	
Stock Clerk	1	
Telephone Supervisor	1	
Utility Clerk	1	
Total	13	15.1
Service Occupations		
Cook	3	
Hair Dresser	1	
Housekeeper, Nursing Home	1	
Janitor	1	
Nursing Assistant	2	
Waitress	2	
Total	10	11.6

(cont.)

Table 9

(continued)

Occupation	Number	Percent of Total Inquirers
Processing Occupations		
Molder/Foundry	1	
Total	1	1.2
Machine Trades Occupations		
Hammerman	1	
Machinist	1	
Mechanic	1	
Press Operator	1	
Total	4	4.7
Benchwork Occupations		
Assembly/Factory Worker	6	
Craftwork/Pottery	1	
Harness Maker	1	
Total	8	9.2
Structural Work Occupations		
Heavy Equipment Operator	1	
Mason's Laborer	1	
Roofer Apprentice	1	
Steelworker	1	
Welder	1	
Total	5	5.8
Miscellaneous Occupations		
Packer	1	
School Bus Driver	1	
Trucker	1	
Warehouse Worker	1	
Total	4	4.7

Table 9

(continued)

Occupation	Number	Percent of Total Inquirers
Homemaker/Housewife	29	33.7
Disabled	1	1.2
Unemployed	5	5.8
Retired	3	3.5
Student	2	2.3
Total of All Categories	86	100.0